

VOLUME VIII

The

NUMBER 9

A.T.A. Magazine

OFFICIAL ORGAN OF THE ALBERTA TEACHERS' ALLIANCE, INC.

MAGISTRI NEQUE SERVI



APRIL, 1928



TRUE education is nothing less than bringing everything that men have learnt, from God or from experience, to bear first upon the moral or spiritual being by means of a well-governed society and healthy discipline, so that it should love and hate aright; and through this, secondly, making the body and intellect perfect, as instruments necessary for carrying on the work of progress; training the character, the intellect, the body, each through the means adapted to each. This is the object of education; and all the work of discipline and self-government, of exercising the intellect, of exercising the body, go on at once, and in a good system mutually support each other in their appointed places. BUT ALL THIS REQUIRES TIME

H. J. Spicer,
Dept. Of Educati

TEACHERS!

During Convention Week you are cordially invited to call and get acquainted.

It will also be a good opportunity to look over our

Kindergarten and Busy Work Supplies.

Stories and Story Telling Books.

Supplementary Readers, Dialogues and Plays, School Maps

CIRCUS STAMPING OUTFIT

Contains 21 rubber stamps of animals, complete alphabet stamps, ink pad, water colors, ruler, etc.

Price \$1.50

A SCHOOL DICTIONARY

Webster's International, the best, \$20.00 and \$27.00

Webster's Unabridged, Revised, \$9.75

Webster's Collegiate, \$6.00, \$7.25

COMPLETE STOCK OF ALL KINDERGARTEN SUPPLIES

USE OUR CATALOGUE

F. E. OSBORNE

ALBERTA'S LARGEST SCHOOL
SUPPLY HOUSE

112-8th Ave. W., Calgary

PERRY DRUG CO.

"DARLING BROS."

Specialists in High-Class Toiletries

You will find at the PERRY DRUG CO. the most wonderful range of imported and domestic Perfumes and Toilet Articles in Western Canada. Our stock is very complete and we can assure you of expert and intelligent service on your toilet requirements.

We extend to you a cordial invitation to visit our Toilet Goods Section while in the city.

PERRY DRUG CO.

"DARLING BROS."

8th Ave. at 1st Street W.

332 8th Ave. W., CALGARY



The A.T.A. Magazine



Magistri Neque Servi

OFFICIAL ORGAN OF THE ALBERTA TEACHERS' ALLIANCE, INC.

VOL. VIII.

EDMONTON, APRIL, 1928

No. 9

Reading in Relation to Problem Solving

M. E. LAZERTE, PH. D., UNIVERSITY OF ALBERTA.

THE ability to read and the ability to think quantitatively are separate abilities, but, it is evident that until a pupil has mastered the elements of reading, he is unable to solve problems in arithmetic when they are presented in printed or in written form. We may assume that until the pupil is proficient in reading, he will be handicapped in solving problems to the extent that the language forms present difficulty. In this article a few difficulties that pupils experience in reading arithmetical language will be noted, and certain relationships between reading ability and proficiency in problem-solving will be stated.

When a child is asked to solve a printed problem, two distinct difficulties may arise before the child is ready to manipulate the numbers in the required fashion. He may have difficulty in reading and understanding the numbers involved, or he may be unable to read with understanding the language content in which the required manipulation is described. Terry* found that the span of recognition for numerals is much shorter than the span for words and letters. In reading numerals one recognizes only two or three digits at one fixation, but in reading ordinary textual material, one sees several words at a single fixation. As a child reads a problem, he changes his procedure every time he comes to a number, and he therefore changes the type of attention he is giving to the problem.

The average adult reader, rather than readjust his method of reading at several points in the problem, reads the problem through, merely glancing at the numbers long enough to get some idea of their general magnitude. During this first reading he gets the story of the problem and learns what operations are to be performed. He then goes back over the problem a second time and reads the numbers carefully. Immature readers who lack this systematic method of procedure are inclined to read slowly and haltingly through the problem and, at the conclusion of the reading, have no clear understanding of either the numbers or of the problem story.

In the writer's investigation of problem-solving in Grades III to VII, a record was kept of the time required by each subject for the first oral reading of each problem presented. It was noted that there were great variations in the times taken by a given subject to read the different problems. Knowing that in ordinary reading the rate varies according to the nature of the content, and knowing that, when individual words present no difficulty, the rate of reading reflects the degree of difficulty experienced in interpreting the thought conveyed by the language symbols, the writer wondered if the rate of reading a problem paralleled

in any significant fashion the ability of the pupil to actually solve the problem. To get this information two sets of data were used, namely, the rate (time per hundred words) at which each problem was read, and the degree of accuracy of the written solution. For each subject the problems were divided into two groups, (a) those that were solved correctly, and (b) those incorrectly solved, and the rate at which each group of problems was read was recorded. Following is the data obtained:

Subject	Grade	Number of problems correct	Rate of reading the problems solved correctly	Number of problems incorrect	Rate of reading the problems incorrectly solved
1	III	0	..	7	48
2	III	2	39	5	49
3	III	1	40	6	43
4	III	1	76	6	68
5	III	2	77	5	174
6	IV	6	39	2	62
7	IV	2	47	6	96
8	IV	3	50	5	59
9	IV	3	54	5	110
10	V	7	37	2	48
11	V	4	46	5	66
12	V	2	38	7	50
13	V	5	37	4	36
14	VI	7	37	2	28
15	VI	8	34	1	32
16	VI	8	34	1	18
17	VI	5	33	4	34
18	VI	9	33	1	36
19	VII	7	45	2	45
20	VII	7	31	2	41
21	VII	8	36	1	36
22	VII	8	39	1	45
23	VII	8	33	1	36

Eighteen of the twenty-three pupils read the problems which they were to solve correctly at a rate which is greater than that at which they read the problems they could not solve correctly. In a few instances a low rate of reading was caused by a lack of knowledge of words, but, it was generally a lack of facility in getting the thought of the problem that apparently caused the slow reading. In any event, the parallelism between rate of reading and ability to derive answers existed for seventy-eight per cent of the entire group, and for eighty-five per cent of the pupils of grades three, four and five.

In the data above the rates of individual subjects are considered, and the problems in the two groups vary from pupil to pupil. In the table below each problem is considered separately, and for each grade a comparison is made between the rates at which each

*Terry, Paul W.: "How Numerals Are Read: An Experimental Study of the Reading of Isolated Numerals and Numerals in Arithmetic Problems", Supplementary Educational Monographs, No. 18, Chicago: Department of Education, University of Chicago, 1922.

*Again we lead in all
that is New
for*

Easter Wear

We are specialists in Misses' and Small Women's Wear, and you will be sure to find what you require for your Easter outfits here.

COATS

In beautiful tweeds, smartly tailored and trimmed in contrasting colors. Priced from

\$9.95 to \$27.00

We are featuring navy blues in the popular Prince of Wales style.

This is a very smart tailored coat, and suitable for all occasions. Priced from

\$12.95 to \$18.95

DRESSES

Jerseys are the popular choice this season, and we are showing a large selection in one-, two- and three-piece styles. Priced from

\$9.95 to \$21.00

OUR SELECTION OF GLOVES,
HOSIERY AND LINGERIE,
IS OF THE BEST

When in Calgary be Sure to See Us First

Galloway's Ltd.

228 8th Avenue West - Calgary

Have You Ever Known A Teacher

who has grown old in the service facing the loss of her position?

"Too old to teach!"
"Outlived her usefulness!"
"Health Failing!"
etc., etc.

HOW WILL SHE LIVE?

On her savings, of course. But how much has she saved? Nothing!

We guard against your ever being placed in a similar position.

Our contracts are within reach of every teacher.

North American Life Assurance Company

911 Herald Bldg., CALGARY, Alta.

WHEN COMING TO THE

Teachers' Convention

BRING IN THOSE

PICTURES

You want Framed, for your
Classroom or Yourself

Picture Framing

at

Linton's Bookstore

122 8th Ave. E., CALGARY

problem was read by those who later solved it correctly and by those who failed to obtain a correct solution.

		Rates of Reading				
Problem	Solution	Grade III.	Grade IV.	Grade V.	Grade VI.	Grade VII.
1	Correct	51	42	..	..	..
	Wrong	52	51	..	..	..
2	Correct	51	53	..	..	..
	Wrong	68	76	..	..	..
3	Correct	..	52	45	..	..
	Wrong	73	69	..	..	..
4	Correct	..	68	46	35	41
	Wrong	88	71	51	40	..
5	Correct	..	42	37	36	35
	Wrong	104	56	..	..	..
6	Correct	..	38	38	34	35
	Wrong	48	52	42	..	..
7	Correct	73	43	33	55	36
	Wrong	69	140	55	..	..
8	Correct	..	..	36	35	37
	Wrong	..	63	43	33	66
9	Correct	..	..	36	38	35
	Wrong	..	..	61	32	28
10	Correct	..	..	..	45	..
	Wrong	..	..	49	36	47
11	Correct	..	..	32	34	30
	Wrong	..	..	49	23	29
12	Correct	..	..	..	36	42
	Wrong	..	..	..	..	..

Whenever a blank appears in the table it signifies that there were no pupils who came in that particular group. In Grades III, IV and V there is but one exception to the rule that each problem is read more rapidly by those pupils who are to solve it correctly than by those who are to experience difficulty in finding a solution. In Grades VI and VII the parallelism holds for the easier problems but not for those that are more difficult. The following interpretations suggest themselves to the writer: (1) The pupils of Grades III, IV and V have not mastered the art of reading sufficiently well to enable them to use it effectively in interpreting the statements found in arithmetic problems, and, (2) The pupils of Grades VI and VII have more adequately mastered the difficulties inherent in reading, and in their case, careful reading, which requires more time than hurried reading, is more likely to enable them to solve problems correctly.

After reviewing the above data, the writer visited a Grade IV class and selected from it at random six pupils. He scored them on their rate of reading a list of arithmetic problems. When the class standing of the pupils in general problem-solving was learned, it was found that the small group was ranked by the teacher in exactly the same order as the writer had ranked them in rate of reading problems.

It would appear that at some point in the intermediate grades pupils become skilful enough in reading the language of arithmetic that they are able to grasp the meaning of statements encountered in the problems assigned to their grade. When this point is reached, the parallelism between rate of reading and ability in solving problems is no longer maintained. It may be that rate of reading is conditioned by the amount of analysis of the problem content that is made during the reading process, and that the amount of

such analysis determines in part the accuracy of the solution.

There are many language difficulties in arithmetic. There is need for several investigations to determine how important these difficulties are in the various grades. Probably the Grade I teachers who have sensed the difficulty, and who spend much of their time teaching the language of arithmetic, are beginning a work which should be carried more systematically through the grades.

In the next article of this series, the writer will discuss the relation of problem-solving ability to certain other basic abilities, the evaluation of which enables one to predict with considerable accuracy the ability of the pupils to derive correct answers to problems in arithmetic.

AN IDEAL EVENING'S ENTERTAINMENT

"DOROTHY"

There is a great treat in store for you when you come to Calgary at Easter to attend your Convention. Doubtless you will be welcomed at it; you will be doubly welcomed by "Squire Bantam" at "Chanticleer Hall" in the above production.

This lovely sentimental light opera, written by Alfred Cellier, who was the first conductor of the Gilbert & Sullivan Operas in London for the D'Oily Carte Opera Company, is being performed at the Grand Theatre, Calgary for the first three nights and Wednesday matinee in Easter week, commencing Easter Monday, by the Calgary Light Opera Society. The aggregation of members totals over 60; there will be an orchestra of 18; the dressing will be very elaborate—it is mid-eighteenth century—while the singing both of principals and chorus will amaze you, and you will experience real enjoyment being present at it. Who does not know these lovely songs: "Be wise in time" and "Queen of my Heart"? They appeal to everyone, while when you see the opening of the second act, with the famous "Hunting Chorus" and a real English Huntsman, dressed ready for the hunting field, with his pack of hounds, you will get a real thrill.

The amateur Society presenting this opera was only formed last winter; it has gone to great expense to ensure success for its initial production, but as it wants to establish itself as a body worthy of support, the production is being put on at very popular prices, which will appeal to you all.

May we count on you being present? You will enjoy it, and the Society will enjoy seeing a full house to welcome the production. (Advt.)

Local News

CAMROSE NORMAL SCHOOL LOCAL

On the afternoon of March 16th the Camrose Normal branch of the A.T.A. held their regular meeting with a large attendance. The President, Mr. Knowles, opened the meeting stating that its purpose was to outline the principal objects of the A.T.A. Mr. Robinson, principal of the practice teaching staff, then gave a valuable talk pointing out the many accomplishments, aims, and benefits of the Association. This was followed with an address from Mr. Sansom, a member of the Normal staff, in which he showed an appreciation for the large attendance and enlarged a few of the points in Mr. Robinson's address. The meeting was then thrown open for any questions that the group might have, and a number were answered. The meeting closed by singing the National Anthem.

PEACOCK

America's Smartest Shoes For Women

From the studios of Paris, London and New York, where all notable style trends are created, come these new Peacock Models. They bring to the woman who would be exquisitely shod more slender lines, more graceful contours, more beautiful materials. You will wear them with the assurance of costume harmony; the pleasure of constant comfort.

When in Calgary be sure and see these New Shoes, all sizes and widths as narrow as AAAA.

Our new store, one of the finest, is directly across from the old location.

GLASS SHOES LIMITED
221 8th Avenue West
Calgary

Honest Refreshment

Lethbridge Pale Dry Ginger Ale has that exclusive Quality Taste, which has caused its immediate popularity in Western Canada—the name “LETHBRIDGE” is significant of “QUALITY”.

SOLD EVERYWHERE

“Canada's
Greatest
Pale Dry
Ginger
Ale”

Lethbridge
BREWERIES LIMITED

“I saw your name in the A.T.A.”

Learning vs. Teaching

By H. D. AINLAY, B.A., PRINCIPAL GARNEAU PUBLIC
SCHOOL, EDMONTON, ALTA.

THERE are two classes of teachers today: those who have a feeling of satisfaction with things as they are, and those who have a sense of dissatisfaction but at the same time a feeling that they are beating their heads against a stone wall of official indifference or a spirit of "let well-enough alone". It is to the latter class of teacher that the arguments advanced in this article will appeal. How often have we heard in conventions and elsewhere the statement made that the school is too much like a factory trying to turn out a standardized product according to a set plan? We should also be prepared to advertise spare parts for those pupils unable to come up to the specifications laid down. Imagine, if you can, a storekeeper saying to his clerks that he wished them all to turn in the same amount of sales per week. We would soon see him confined in an institute where such serious cases are treated. Yet in our schools we have the same thing going on daily. In a classroom of forty pupils, with forty different brain equipments, forty different inherent qualities, and home conditions almost as variant, we expect the same amount of achievement from each pupil. The quick workers must not get too far ahead of the slow ones for fear that the class-work will be disrupted, or the precious time-table will be unworkable.

Sometimes I am inclined to think that in Canada the system of education is too centralized, and little is left to the ability of different localities and teachers to adapt the education to the individual needs. Have we followed the line of "other" manufacturers and become too standardized? Today a mechanic is not a mechanic in the real sense of the word, but simply a cog in a big machine. Our pupils have become the same. How much thinking does a pupil in our schools do for himself? What is the common cry today among teachers? Is it not that the pupils have no concentration? Concentration on what? All he has to do is to swallow what the teacher tells him and even then, in some cases, the food is pre-digested. There is nothing to call out the fighting qualities common to youth. There is nothing left to stimulate his natural spirit of curiosity.

There are two schools of thought: (a) those who think that education should be driven home by force if necessary—a sort of forcible feeding; (b) those who think that the pill should be sugar-coated so that the patient will take it unconsciously. The work should be made so interesting that it appears as play. There is very little thought given to the idea that, possibly, the work may be given in such a way as to stimulate the interest in the mind of the pupil himself. This is highly improbable if the present lock-step and group system is used.

Some of my readers may be thinking that this is just another criticism without any solution. There are a few suggestions that I have to make that may prove a solution, and at least stimulate some controversy. Most of my readers, no doubt, will have heard of the Dalton Plan of education. The main principal of the plan is to have the work of the year divided into definite assignments. These outline the work and give possible references from which the pupil may gain information. Under the original scheme no class instruction is given above grade three, and the work is entirely individual. The pupil sets his own pace and

absorbs the information as fast as he can digest it. In our schools the pupil is not recognized as having a personality, but once he is out of school we say he has. Where did it come from? Certainly the school has done nothing to develop it, rather otherwise. The pupil is like the ox on the tread-mill, doing his daily round, but realizing very little as to where he is going. He has the idea that if he serves eight years in one prison he may then go to another for a further term of four years. Is it any wonder that our pupils become time-servers? By the method suggested the pupil has a contract set before him; a definite job to do. This, in itself, is an advantage to the pupil and teacher, and the pupil knows where he is going. He has a goal for which to strive. There is something that appeals to him.

The writer has a modification of the Dalton plan under experiment at the present time, and while it may not be perfect in many of its phases, there is this to be said for it: the pupils are receiving a real education and enjoying the operation. The plan is briefly as follows: The subjects are divided into two lists. In one are placed Geography, History, Arithmetic, Agriculture, and Hygiene. These are conducted by the assignment method; the others by the class or group method. The assignments roughly map out a month's work, and are typed so that each pupil gets a copy. The month's assignment is covered in a few lessons and then the pupils start on their part of the work, namely, reading the references and making out their own notes. These are examined from time to time to see that they are being made out in the best way. There are no restrictions placed on the pupil as to what he will work at as long as he works and to advantage. He may work all his time at arithmetic until he has finished his assignment. When he has the work of any assignment ready he asks for a test, and if he takes 80% in the work he can go on to the other work. This stipulation has been made, however, that he must finish all the number one assignments before getting any number two assignments. After the difficult parts of the assignments have been taught, the teacher's time is taken up with individual assistance where needed.

It can be seen that under this method the time-honored time-table cannot be used, and furthermore, no home work can be assigned. This does not mean, however, that the pupils do no home work, for from a survey made of the parents it has been found that there is more home work done, and without the coercion on the part of the parents. As one pupil says, "What we have to do, we very seldom want to do." The interest of the pupils is shown in that they are quite willing to stay at recess or after school to write tests on the work, and pupils who, in former grades, had to be continually urged, now work hard of their own accord.

Record cards are kept, and hang on the wall so that every pupil can see the progress that he is making and the amount of work that he should be over by a given time.

Some of the advantages of this method may be outlined.

1. The pupils do not all put the same time on each subject irrespective of their ability to do the work of the subject.

THE FAMOUS CLOAK LIMITED

Credit System

Enables You to Wear the Most Stylish

COATS, SUITS, DRESSES AND MILLINERY

And Pay Later at Your Convenience

YOUR NEW SPRING CLOTHES ARE HERE

and you buy them on practically your own terms—and not a penny higher in price than elsewhere, in fact in many cases our prices, when the quality and style are considered, will compare more than favorably with the cash stores.

A Gala Display of the Season's Choicest and Most Fascinating Creations in—

SUITS, COATS, FROCKS and HATS



TEACHERS—Our easy pay plan is at your service no matter where you reside.

JOIN THE SATISFIED MANY WHO HAVE OPENED ACCOUNTS AT THIS STORE

FAMOUS CLOAK LIMITED

THE OLD RELIABLE CREDIT HOUSE

1211A FIRST STREET WEST, CALGARY

'PHONE M2307



SPECIFICATIONS

60 H.P. motor.
117-inch wheelbase.
Fisher body.
80 lb. crankshaft, counterbalanced.
Air cleaner.
Oil filter.
Crankcase ventilator.
29 x 5.50 balloon tires.

PRICES

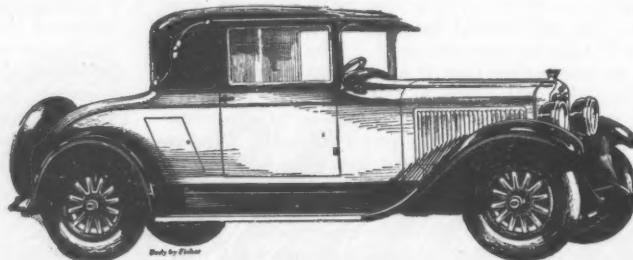
Coupe.....	\$1,675.00
Coach.....	\$1,625.00
Sedan.....	\$1,750.00
Landau Sedan.....	\$1,970.00
Cabriolet.....	\$1,740.00
Sport Roadster.....	\$1,680.00

All prices F.O.B. Calgary
Fully Equipped

THE ALL CANADIAN

OAKLAND SIX

MADE IN CANADA FOR CANADIANS



SOLE AGENTS

MECHANICS MOTORS LTD.

SHOWROOMS
603 First Street West

CALGARY

GARAGE
230 Six Avenue West

2. As the pupil chooses the subject that he is to work on at any given time, there is no question of lack of interest.

3. There is freedom in the class-room, but at the same time a hum of industry.

4. The pupil becomes the main actor, instead of the teacher.

5. The pupil is given a group of experiences instead of a lot of facts.

6. The pupil is considered as an individual and not simply as one of a group.

7. Progress in a class correlates highly with the intelligence of the pupils.

8. There is no coercion.

9. In case of absence for any reason the pupil does

not get behind the class, but behind only in his own work.

10. In the case of pupils leaving before the term has ended, if the work has been finished, no harm has been done; if not finished, then it would have to be finished the next term.

11. There is no question of "skipping". If the pupil has satisfactorily covered the work of one grade he automatically goes on to the assignments of the next grade. He can do this without leaving the room he is in, and so avoid disrupting other rooms.

12. The pupil becomes self-educative, and this will stand him in good stead when in the higher grades of high school or in after life.

13. The pupils learn how to handle reference books.

Emigration, Immigration, Citizenship

By MICHAEL LUCHKOVICH, M.P.

(From Speech delivered in Budget Debate in House of Commons, February 24, 1923).

EDITOR'S NOTE: Mr. Luchkovich, M.P., is an Alberta rural school teacher and a member of the A.T.A. He was elected last year to the House of Commons for Vegreville, as a Progressive. Like Alderman Gibbs, M.L.A., Mr. Luchkovich remains in "active service" and does great credit to his electors and his profession.

I HAVE heard it stated many times in this house and I have heard it stated during this budget debate that the government has been responsible for the exodus of many young Canadian men and women into the United States. I have no reason for agreeing with the government, but on this occasion I would venture to state that the government is not wholly to blame for this wholesale emigration. I believe there are certain subtle and insidious influences entering into this matter which are beyond the control of any government. Some one in this house has said that Canada is a geographical absurdity. Perhaps this is one of the reasons; but there are other reasons which are not of a rational but rather of a mystical nature.

Last spring it chanced that I paid a visit to a doctor friend of mine in Detroit. I admit that I was deeply impressed when, on getting off the train at Windsor, I beheld the countless numbers of tall skyscrapers skirting the Detroit river on the American side and looming up into the skies in majestic grandeur. The sight seemed all the more striking when one compared the luxuriously constructed American side with that of the city of Windsor. I have often wondered ever since how that grand sight has affected the countless young men and women who have had the fortune or perhaps the misfortune of viewing it as I view it. I am not a student of psychology, but the place once seen must have stirred up a conflict of emotions in their young breasts. Many of them, doubtless, would feel that they could do better over on the American side; and this feeling is naturally augmented by the fact that many of their friends have done well in the States. If a poor young Canadian girl, unknown and unheralded, leaves Toronto and makes a name for herself as the greatest living American actress, is it not reasonable to assume that others would like to emulate her success? I refer to Mary Pickford. If it is possible for a poor young Toronto boy practically to transverse the continent down to Los Angeles and win a \$25,000 prize, does it not follow that other boys would like to do the same?

The United States is a very populous and rich country, older by many years than Canada. There is

no doubt that wonderful progress has been made in the last decade, but just the same I, for one, prefer to live in Canada. I prefer the quiet dignity of Canada to the loud egoism of the States; I prefer the stern but fairer administration of justice in our law courts; and finally I prefer the splendid morale of my people to the looser living of the folks across the line. Once I stepped into a law court in the United States and I was quite surprised to find two lawyers sitting on chairs in the law court and smoking cigars. They had their hats on and they were vying with each other as to which one of them could emit saliva into cuspidors about twenty-five feet away from them. I am sure nothing of that sort happens in Canadian courts. We have in this country decorum, dignity and many other things which the people of the United States do not possess.

You tell me that the youth of our land has gone to the States. Well, I believe that the process will be reversed just as soon as we begin to forge ahead a little more. I do not, however, believe in colossal strides in progress. That is what is wrong with the United States; they are going ahead too fast, with disastrous effects upon the chastity and morale of her people. It is better for Canada to forge ahead slowly but surely and to keep her traditions of dignity, courage, chastity and thrift intact, than to go ahead by leaps and bounds but at the same time destroy all we should hold dear as life itself. I am an optimist. Our boys and girls will come back and so will Canada.

I should now like to deal with the question of immigration, especially in the light of what has been said during this budget debate. No one seems to oppose immigrants coming into this country, but they do question the method or manner in which they are brought here. I for one, deep down in my heart, feel that we need more people here, and I am courageous enough to say that I do not oppose immigration. This country is big enough and good enough to contain three times its present population. There is one thing certain about the position of a member of parliament, and that is that he never lacks for material of all shades of opinion. Thousands of pounds of mail in the shape of letters, pamphlets, magazines, books and newspapers reach the members during the session for their information or misinformation. Yesterday I received a copy of the Montreal Star containing an article marked with

THE FASHION SHOP

AN UNUSUALLY COMPLETE SHOWING OF EVERY
IMPORTANT NEW FASHION IN



COATS SUITS DRESSES

and ENSEMBLES

The newest and most approved modes in
MILLINERY

EXCLUSIVE BUT NOT EXPENSIVE

BINNING'S

LIMITED

118 EIGHTH AVE. W.

CALGARY

ALBERTA

Correct Dress for Women

CANADIAN PACIFIC

Personally Conducted, All-Expense Included Tours to Europe

SAILING WEEKLY FROM MONTREAL AND QUEBEC DURING THE SUMMER

The Standard Collegiate
TOURS \$385 and up
ALL EXPENSES
THIRTY-TWO DAYS

SAIL from Montreal, down the mighty St. Lawrence, across the Atlantic, disembarking at Southampton. Then on to Oxford and through the Shakespeare country; visit Windsor and see immense London; from there to Dover and across the Channel to visit Belgium, then on to Holland, through Germany, down the Rhine, and to Paris—the climax of a wonderful tour!

For the coming summer 70 conducted, all-expense included tours have been arranged. Choose yours now!

THIRD ALL-CANADIAN TOUR TO EUROPE

UNDER THE DIRECTION OF MISS HILDA HESSON

ACCOMPANIED BY THE FRANK WRIGHT COUNTRY CLUB ORCHESTRA

Sailing per S.S. Montclair, July 4th, and S.S. Montcalm, July 6th. Itinerary includes Scotland, England, Holland, Belgium, the Canadian Battlefields and France. All expense included cost, 36 days—\$437. All British Tour—\$320.

Extension to visit Ireland may be included

Apply to MISS HILDA HESSON, 7 Dunstan Court, Winnipeg

Extensions may be arranged in connection with all Tours to visit Southern France, the Pyrenees, Italy, Switzerland, and Spain

For further information and illustrated booklets, apply Local Agent, or write

R. W. GREENE, Asst. General Agent,
C.P.R. Depot, Calgary

W. C. CASEY, General Agent,
C.P.R. Bldg., Main and Portage, Winnipeg

CANADIAN PACIFIC

"I saw your name in the A.T.A."

a blue pencil, on the failure of our immigration policy. The whole argument is so much in line with what our Conservative friends have to say on this subject that I am intrigued into quoting a part of it:

"It is an extravagant and cruel folly to entice 'people to come to this country and leave them 'stranded here without means of earning their livelihood."

I am in complete accord with that part, but it goes on to say that only through a protective tariff policy can we get immigration. With that I am not in accord. Some one has said that our immigration policy is very analogous to the famous old rhyme:

"Will you walk into my parlour,"
Said the spider to the fly,
'Tis the prettiest little parlour
That ever you did spy."
But if the fly was wise
He never would go in;
He would know very well
There was nothing there for him.

I know a case where some false representations has had beneficial results in the end but this is an exception to the rule, and in any case it could never work out in the same way to-day. I know a district in Alberta where a settler who came here thirty years ago felt quite lonely because he was there all alone. He wanted more of his own villagers to settle there with him so he wrote back home saying that Canada was a most luxuriant country where everything from hay to coconuts, peaches and bananas grew in the greatest abundance. It was not long after that letter was received away back home in the old country that that whole village became depopulated, for they all sold out and came to Alberta. Of course at first they were all sorely peev- ed, but being a very hardy race, they soon adapted themselves to conditions here, and to-day they are among Alberta's best settlers. I have said that this is an exceptional case and should not be followed as a general rule by the immigration authorities.

I object again to the commercialization of immigration, which enriches a few individuals at the expense of the country. Immigration should be controlled by the Dominion and not delegated to private individuals or associations. The Dominion should select the immigrant and when he gets here should see that he is properly placed.

I do not believe in paternalism or a spoon-fed immigration. I know from experience with immigrants in the past that those immigrants who had the least means and help were the ones to make the best success; while those who came here in comparative luxury are now virtually begging off their more prosperous neighbours. I say emphatically that paternalism is a vicious animal which will finally turn upon and bite its master. This is no country for mollycoddles; what we want is the hardy red-blooded pioneering type who scorns being fed with a silver spoon but will roll up his sleeves and tackle without a murmur any obstacle that may confront him.

And how best can we bring them over here? To my mind the best and safest method is to allow families already settled here to bring their relatives to this country, provided they are fit and of the proper type. This will ensure to the country that someone at least will be responsible for them when they get here, and that they will not become a charge upon the country.

Of course other supplementary methods could be suggested, but my time is short. And from where shall we bring those immigrants? From any country under God's sun that has the proper, adaptable type for a country like Canada; meaning, of course, a type of the white race that would be amenable to our ideas and democratic form of government.

GOOD CITIZENSHIP.

I object strenuously to the suggestion that the central European does not make a good citizen. A good citizen is a man who behaves himself, pays his taxes, does the right thing by himself and his neighbour, and, last but not least, is a sticker. The Germans and Scandinavians make wonderful settlers, but so do the Ukrainians. In a few years they have acquired the language of this country, and an understanding of our institutions as good as the best of them. I think that the member for Saskatoon (Mr. Young) will agree with me that in the institute in his constituency there are about 120 of the finest Canadians of Ukrainian extraction one would ever meet. I repeat that measured by every possible standard the Ukrainian becomes as good a Canadian as any of them. I have said that he is a sticker, and I mean it; for what avails it to a country, if a native born would rather flaunt his patriotism by waving a flag and rocking the boat than by putting his hands to the oar. I have seen many of our native born run up a debt and then leave their farms because they would not live within their means. True patriotism, I insist again, also includes persistence and frugality even under trying circumstances.

I know it is hard to be patriotic under trying circumstances, but no man is a true patriot unless he has character; and character after all can only be moulded by a persistent battle with those circumstances. The man who comes out of such an elemental conflict successfully is a man of strong character. It is probably this that the Irish politician had in mind when he said: "Oh, never mind the foreigner, he is all right. In a few years he'll be out of the skinnd class into the skinners and he'll then be as patriotic as any of us." If we wish to make the foreigner patriotic we must meet him half way and give him a fair chance in the world. If we wish him to share our responsibilities we must stop discriminating against him; we must stop making him the goat of all our social unrest. Let us remember that it was a central European who risked his life in the Hollinger mine to save native Canadians from death. Surely this example alone should prove that he is actuated by the same high motives as our native born. So why should we not help him instead of hindering him from becoming a genuine Canadian citizen?

Calgary's Best Restaurant

Club Cafe



111 8th Ave. W.

CALGARY, Alta.

*This Shoppe is Now Ready for
Easter with the New Spring Modes*



NEW SPRING COATS

Coats with delightful new touches of smartness, in plain tailored styles or trimmed with lovely summer furs.
Priced from \$15.00 to \$79.50

NEW SPRING DRESSES

Femininity is the mode! And how charming a mode it is. To be lovely this season one must be feminine — and more lovely feminine frocks are not to be had, than those shown here.

Priced From \$15.00 to \$65.00

NEW TAILORED SUITS

Intriguing mannishly tailored suits with the short form fitting jacket. New lapels, clever details and with the wrap-around skirt. In tweeds, kasha and navy cloth.

Priced From \$25.00 to \$45.00

TEACHERS ARE CORDIALLY INVITED TO VISIT THIS
STORE WHILE IN CALGARY

MILADI STYLE SHOPPE

808 FIRST STREET WEST

'PHONE M4101



Something New in Calgary!

AMATEUR OPERA

The Calgary Light Opera Society

PRESENT

“DOROTHY”

Lovely Music. Eighteenth Century Costumes.
Real English Huntsman with pack of Hounds.
Chorus of Sixty. Orchestra of Eighteen

DRESSES BY MALLABAR, WINNIPEG

AT THE

GRAND THEATRE

CALGARY, ALBERTA

MONDAY, TUESDAY, WEDNESDAY (Easter Week)

Popular Prices:

\$1.00 - 75c - 50c

“I saw your name in the A.T.A.”

Provincial Executive Election

POLICY OF CANDIDATES

CANDIDATE FOR PRESIDENT

H. D. AINLAY, Esq., Edmonton, Alberta,
Nominated by Edmonton Public School Local Alliance,
only Nominee.

To My Fellow Members of the Alliance:

It was with some surprise that I received the intimation that I had received the nomination for the position of Provincial President. For a year I served the Alliance as Vice-President, and so, in accepting the honor of standing for the Presidency, I fully realize the amount of work involved and the service that has been rendered whole-heartedly by those who have previously held that position. While there has been many differences of opinion, there can be no hesitation in saying that an inestimable service has been rendered by the Past Presidents of the organization, and generally at a great personal sacrifice.

The Editor of the A.T.A. Magazine has asked me to state my platform. There are few specific planks that occur to me at the present, any more than to state that if I am elected I will continue to give the Alliance the best of which I am capable. If this is not good enough for the membership, then all I can say is that it would be wise to choose some one else for the office.

One thing that I am in favor of is the disposal, if possible, of the Bureau of Education as at present constituted. This department should be re-organized on the basis which was first intended, namely, a free Bureau of Information for the benefit of the membership. Some work on the line of educational research could be carried on which would be of great service to the really ambitious teacher, and the results placed at the disposal of the membership.

I am in favor of the policy of the magazine in the matter of teachers' helps, and if possible an enlargement of these. The columns of the magazine should be open to the membership to give publicity to any new ideas or experiments in education. The teachers apparently must give the lead in such matters.

I am in favor of teachers getting the power to discipline members of their own profession. If any teacher does anything unprofessional it reflects on the whole profession, and, consequently, the other members should have the authority to exercise some control. Some teachers break contracts with school boards and fail to live up to their agreements. Such teachers should have their certificates suspended as a warning to all others that an agreement is something to be respected.

The above are not planks of a platform, but merely some suggestions that may be of benefit. As I have been out of active participation in the work of the Provincial Executive for a year, there are no doubt many matters that will be passed on to the incoming executive for consideration. If so, these will receive attention.

Trusting that no matter who shall constitute the next executive, that the membership at large may give support and assistance, I am

Yours truly,
H. D. AINLAY.

CANDIDATE FOR VICE-PRESIDENT

MISS MARY FOWLER, Medicine Hat, Alberta.
Nominated by Medicine Hat High School Local Alliance.

A vote for me as Vice-President for the year 1928-1929 will be a vote for:

1. A continuation of the present policy in regard to pensions; revision of School Act; professional training for teachers; larger unit of educational administration.
2. Sectional impartiality.
3. A careful scrutiny of changes in school administration and management that may be proposed.
4. The enlargement and departmentalization of the A.T.A. Magazine.
5. The formation of a committee to study carefully into methods of promoting closer relations between the Executive and members at large; and between Locals and members at large. This seems to be the one great problem with which we have made no appreciable headway. It ought not to be insolvable.

Yours sincerely,
M. FOWLER.

C. SANSOM, Esq., Camrose, Alberta. Nominated by Fort Saskatchewan Local Alliance. No platform submitted.

CANDIDATES FOR GEOGRAPHIC REPRESENTATIVES

EDMONTON DISTRICT

No election, C. G. ELLIOTT, Esq., Edmonton, Alberta, nominated by Edmonton Public School Local Alliance, being the only nominee.

CALGARY DISTRICT

No election, E. B. ASSELSTINE, Calgary, Alberta, nominated by Calgary High School Local Alliance, being the only nominee.

NORTHERN ALBERTA

C. J. McNAMARA, Esq., Lamont, Alberta. Nominated by Wostok Local Alliance.

To My Fellow Members of the A.T.A. in the Northern District of Alberta.

Dear Fellow Teachers,—I have been honored by having been nominated District Representative.

I am going to ask you for your confidence and support in the coming election.

I respectfully place my platform before you for your consideration:

Hudson's Bay Company

INCORPORATED 27 MAY 1870



Visitors to the Teachers' Convention

Will Enjoy Having Lunch in the

Elizabethan Dining Room

That the very finest Noonday Luncheons are being served daily in this beautifully appointed Dining Room, is conceded by the many who dine here daily.

You can obtain in this, the most splendid dining room in Western Canada, a most excellent repast for a nominal sum of

50c

ORCHESTRAL CONCERT

Jascha Galperin's three-piece Orchestra with Meunier at the Piano. Express Pullman Elevator Service—Perfect Service.

Dine in the Elizabethan Dining Room during your stay in the city

Hotel Palliser

CALGARY, ALBERTA

A CANADIAN PACIFIC HOTEL

Where the Spirit of True Hospitality Prevails

Absolutely Fireproof
Over 300 rooms, majority with bath.
All rooms have hot and cold running
water, electric lights,
Steam heated.

Convention Hall seats 400 persons

Table d'Hote and
a la Carte Meals

PRIVATE DINING ROOMS

M. J. BRENNAN - Manager

"A Guaranteed Salary Contract Is
Neither a Luxury Nor a Debatable
Purchase—IT IS A VITAL
NECESSITY"

Your Salary

Which Method Do YOU Prefer ?

Earning power when well and
working \$100 Monthly

BUT

No guarantee of salary or in-
come or protection when ill or
hurt and unable to work. In
addition—expense of doctor's
bills (possibly an operation)
medicines, nurse and other in-
cidentals heaping up—and pos-
sibly unemployment

No Salary

OR

When well and working \$97 Monthly

And when ill or hurt—as long
as you are disabled \$70 Monthly

Write For Further Information Today, It Places You Under
No Obligation Whatsoever

BELL & COMPANY LIMITED

Provincial Managers

CONTINENTAL CASUALTY CO.

Claims Paid Exceed \$70,000,000.00

1. I am for the ideals and aims of the A.T.A. first, last and always, because what is good for it is good for us, and vice versa.

2. A special grant should be given to all teachers rendering efficient service in foreign schools throughout the province.

3. To see that our present inefficient Attendance Branch is improved or abolished, and the work turned over to the Provincial Police.

4. To keep the locals in close touch with the doings of the executive.

5. To assist, to the best of my abilities, any movement that will better the profession or the organization. In other words, to push not buck.

Yours fraternally,

C. J. McNAMARA.

JOHN STEELE SMITH, Fort Saskatchewan, Alberta.
Nominated by Fort Saskatchewan Local Alliance.
No platform submitted.

CENTRAL ALBERTA.

J. E. SIMPSON, Esq., Daysland, Alberta.
Nominated by Camrose Local Alliance.

If honored by being chosen geographic representative for Central Alberta, I will endeavor at all times to work in the best interests of the Alberta Teachers' Alliance in all matters that may come up or on any committees of which I may be a member.

I am in favor of any feasible plan for increasing the membership of the Alliance and the interest in the locals, particularly in the country and small town districts.

I am in favor of Parent-teachers organizations, not only in cities and larger towns, but throughout the country districts.

I have been a member of the Alliance for a number of years and, whether elected or not, will continue to further the interests of same to the best of my ability.

Yours fraternally,

J. E. SIMPSON.

J. WELSH, Esq., Red Deer, Alberta.
Nominated by Red Deer Local Alliance.
No platform submitted.

SOUTH-EASTERN ALBERTA.

MRS. R. JAKEY, Drumheller, Alberta.
Nominated by Drumheller Local Alliance.

I would use my influence towards securing:

1. Provincial salary schedule scheme which would take into consideration the number of years' experience.

2. Adequate pension scheme.

3. Closer relationship between Rural and Urban A.T.A. Locals, and the A.T.A. headquarters.

4. The abolition of permits.

5. Larger and more united membership. It will be my policy to support any measure which is for the

general betterment of the profession, and to keep the members in South-Eastern Alberta in touch with the course of affairs at headquarters.

Yours truly,

(MRS.) R. JAKEY.

MRS. A. M. WHITE, Medicine Hat, Alberta.

Nominated by Medicine Hat Public School Local Alliance.

To A.T.A. Members:

My chief ambitions for our Alliance are: first, a pension scheme; second, a writing system for Alberta; third, to aid locals as much as possible to secure the Provincial Schedule; fourth, to make our magazine so good that it will aid in increasing Alliance membership; fifth, an Alliance so attractive that teachers will seek membership in it rather than have us seek their membership.

Your vote for me will be in support of the foregoing, as well as anything else that will be good for the teaching profession.

MRS. A. WHITE.

SOUTH-WESTERN ALBERTA.

R. E. HICKEN, Esq., Cardston, Alberta.
Nominated by Nanton Local Alliance.
No platform submitted.

GEO. WATSON, Esq., Coaldale, Alberta.
Nominated by Coaldale Local Alliance.
No platform submitted.

MONITOR LOCAL

The second meeting of the Monitor Local was held on Saturday, March 3rd, with seven teachers present.

A very interesting discussion on Seat Work took place. Some very helpful ideas were brought out. The next meeting will be held on Saturday, March 31st, when the topic for discussion will be "Special Aids".

STUART BROS.

CLOTHING AND FURNISHINGS

10310 Jasper Avenue (Opposite Gas Office)
EDMONTON

Agents for House of Hobberlin Made-to-Measure Clothes

THE Calgary Millinery Store

JESSIE MILLER

We specialize in Pattern Hats, also in medium priced Millinery. We will give a 10% discount to all School Teachers during Convention Week, from April 9th to the 14th.

See us before Buying

TRADERS' BUILDING
12th Avenue at 1st Street West, CALGARY

for
Choice Cut Flowers
or
Pretty Plants

'phone M9266



Stanley Henderson
Florist

814 1st St., West CALGARY, Alta.

PHOTOGRAPHS

CONVENTION

Just the time
for YOUR

PHOTOGRAPH

An Attractive Inducement
During Convention Week.



Swing Easel Frame }
Size 7x9½ inches with
Enlarged Photo }

Included with Each
Dozen Photographs
\$10.00 and over

LATEST STYLES IN MOUNTS

For appointments 'Phone M6099

"COURTLAND'S" STUDIO

NEXT TO IMPERIAL BANK

8th Avenue at Centre Street, CALGARY

The
**Bon Marche Millinery
and Dry Goods**

"THE STORE OF PERSONAL SERVICE"

MILLINERY

An unusual showing of New Models styled in keeping with the latest Paris designs. The newest colorings and combinations. Do not select your new Spring Hat before inspecting our well chosen selection. Prices very reasonable throughout.

DRY GOODS

A clean, up-to-date selection of merchandise for your inspection, including Hosiery and Gloves in the newest colorings, also Smallwares, Notions, stamped goods and yard goods, all new in, of the best quality and reasonably priced.

'Phone W4703

738-738a 17th Ave. W.

CALGARY

Baggage and Leather Goods

Like all Lines of Merchandise
carried are

The Best Obtainable

ASHDOWN'S

Canada's Finest Hardware

110 8th Avenue West, CALGARY, Alberta

"I saw your name in the A.T.A."

Alberta Teachers' Alliance Eleventh Annual General Meeting, 1928

President's Report.

IN presenting this report, as President of the Alberta Teachers' Alliance for 1927-1928, I wish at first to record my appreciation of the privilege which I have enjoyed in being trusted to serve the profession in this capacity. It has indeed been a privilege to share in the planning and co-ordination of the efforts of a group, which I am now more than ever convinced, can continue efficiently to advance, on behalf of all educational workers, the cause of education in Alberta.

Our long-continued advocacy of many educational reforms may be considered as at least a partial cause of the recent interest of the authorities and of the public in decisive reform of the provincial educational system. We have continued through publicity and through our committees to strive for a change in the method of school administration, for complete revision of the School Ordinance, for establishment of University Training Courses for teachers, for pensions, and for establishment of the teaching group upon a professional basis.

The outstanding educational event of the year was the meeting at Toronto in August of the Biennial Conference of the World Federation of Education Associations, attended by five thousand delegates from thirty countries. The Alliance was represented by four official delegates: Miss R. J. Coutts, the Past President, General Secretary and President and by a large number of unofficial delegates. Through our association with the Canadian Teachers' Federation we fulfilled our part as hosts to the visitors from other lands. The value of the Conference was largely inspirational to those who attended, and much public appreciation of the spirit of modern educators has been the result of the vast amount of publicity which the W.F.E.A. has secured. Through its office at Columbia, Missouri, and through its many committees and sections, the World Federation has continued since the Conference to carry on much practical work upon international educational problems. A fund of \$1,000 was raised in Alberta during May and June and contributed to the Canadian Teachers' Federation reception fund.

In reviewing the work of the Alliance during the year, I am impressed with the multiplicity of the activities which have been carried on by and on behalf of the members, and with the variety of the services which we are endeavoring to render. While our constitutional aims are broad enough to include all the activities embarked upon, the result is a press of business which has necessitated meetings of the executive so frequent and prolonged that at none have we been able to assemble all executive members, and which has seriously overtaxed the time and energies of our General Secretary-Treasurer and his efficient office staff. A fortunate result of our activity in so many fields has been the association of a very large number of our members with the work of the provincial body. The praiseworthy zeal of the members of the executive for the work of the organization has been well matched by the willingness to contribute time, energy and talent shown by the members of our numerous committees, by the contributors to the A.T.A. Magazine, by our representatives at gatherings of teachers and by our local workers.

The Government of the Province have indicated sympathy with our view-point in matters which we

have laid before them. Our appreciation of the constructive attitude toward educational reform expressed by the Minister of Education has been recorded in the March issue of the A.T.A. Magazine. We have been accorded a gratifying measure of recognition by city and other local authorities, and by many organizations and individuals interested in the work of education.

The view-point of the profession on educational legislation has been ably expressed by Mr. C. L. Gibbs, M.L.A., always an active and loyal member of the Alliance. With gratification we have noted the election to the aldermanic board in Edmonton of Messrs. Gibbs and Dineen, as well as the election in Calgary of Alderman Thomas, also a faithful A.T.A. member.

BUSINESS.

During the year five meetings of the provincial executive have been held with sessions as follows: Easter, 1927, three; May, three; July, seven; Christmas, seven; Easter, 1928, one; making a total of twenty-one sessions. One change in the personnel is to be recorded. F. L. Tilson, representative for Central Alberta, upon removing from this district to Lamont, decided to retire, his term being completed by C. Sansom, of Camrose. Both gentlemen have been interested workers and have rendered excellent service.

The executive meetings in April and May endeavored to carry out the resolutions of the Annual General Meeting and to systematize the work by organization or re-organization, as was required, of standing committees. In July we had the assistance of the Efficiency and Policy Committee, in outlining part of our work. Very helpful advice was given and plans made for an educational publicity movement. In July Hon. Perren Baker, Minister of Education, received a representative delegation which brought before him resolutions and requests on Vacancies for Teachers, Degree Course in Education, Board of Reference, Textbooks, Examinations, Grade VIII Examinations Board, Payment of Examiners, Interchange of Examiners, Payment of Teachers, Amendment to School Ordinance (on practice teaching), Curriculum, and others matters. At the Christmas meeting, arrangements were made for a strong delegation on Teachers' Pensions to petition the Executive Council, and a meeting to arrange this week's meetings was attended by the President, Mr. Lord, and the Secretary, Mr. Leppard, of the Alberta Educational Association. Other important business concerned our recommendation that there be an Advisory Board to deal with such matters as examinations, curricula and certification, and the definition of attitude by the Alliance on Degree Courses for Educational Specialists.

A. T. A. MAGAZINE.

Miss M. Fowler, Chairman of Committee.

One of the most successful features of Alliance work is the publication of this educational journal. The leading articles and contributions have been of a high order, the Teachers' Helps Department has come into favor with many, the editorials have been carefully and forcefully written, and the Magazine's financial success has continued.

The A.T.A. and the Magazine suffered very serious loss by the death on November 22nd last of Samuel J. Dymond, who had been for a year director of the

CONFIDENCE

CONFIDENCE of the buying public is essential, for the welfare of any business. We are glad we enjoy a good measure of this confidence gained through years of honest trading, and offering consistently good values.

DRY GOODS SHOES
MEN'S AND BOYS' WEAR

Mail us your orders from any part of the Province. We pay all postage on goods.

'PHONE M9501

A. WEBB

Ross Block, Hillhurst

CALGARY

Spring Plants and Seeds

FOR YOUR SCHOOL

GERANIUMS, FOLIAGES, BEGONIAS, PRIMULAS
FUCHSIAS
and other Indoor Plants in Pots

Special Price to Schools

Per Dozen

\$2.50

Collection of Finest Sweet Pea Seeds
in 12 Separate Varieties (300 seeds)

very choice for

\$1.00

'PHONE: M3812 and E5352

PLEASE MENTION THIS AD

A. M. TERRILL LIMITED
FLORISTS

809 First Street West

Calgary, Alta.

Open a Savings Bank Account

WITH THE

IMPERIAL BANK
OF
CANADA

and Budget for your Summer Vacation

Safety Deposit Boxes for Rent
\$3.00 Per Annum

CALGARY BRANCH, A. H. WEAVER, Manager
EAST END, J. I. B. BELL, Manager

CALGARY

ALBERTA

Teachers' Pensions

Guarantee yourself an income for life when your teaching days are over, by means of

A
PENSION POLICY
issued by

THE MUTUAL LIFE OF CANADA

If you become totally disabled provision is made for waiver of premium and a monthly income equal to the income to be paid later under the pension.

For full particulars see

GEO. W. CLARKE, C.L.U.

603 Grain Exchange Bldg.

CALGARY

ALBERTA

"I saw your name in the A.T.A."

Teachers' Helps Department. Many teachers in Calgary, Medicine Hat and other points have greatly assisted the Helps Department, and in consequence, other teachers by their splendid contributions to this section. At Christmas, Mrs. Jordan of Medicine Hat consented to take charge of collecting and editing this material.

The editorials capably covered a wide range of subjects in which the A.T.A. is interested. These included Co-operation within the Profession; the 1927 Jubilee; Educational Expenditure; Teacher Supply; the W.F.E.A.; School Administration; Inspection; Board of Reference; Imminent Changes in the Educational System. I feel that we are fortunate in having in the General Secretary, one who combines with enthusiasm for the work, and talent for the task of administration, the ability to successfully edit and manage a magazine of the high type now produced.

Special Jubilee, Calgary, Medicine Hat and Lethbridge issues were most successful.

PENSIONS.

W. M. Brock, Chairman of Committee; Vice-President R. D. Webb, Secretary.

This committee planned, early in the Alliance year for a large meeting, representative of all parts of the province, which was held in Edmonton in July. The work of giving the pensions movement impetus and publicity was faithfully continued through the year. Finally, on January 18th a very representative delegation met the Provincial Cabinet in Calgary, meeting with an encouraging reception. The delegation included: J. B. Sutherland, Calgary School Board; P. V. Burgard, Calgary Separate School Board; F. J. Kinahan, Superintendent Separate Schools, Calgary; Mrs. C. McClenaghan, Lethbridge School Board; Dr. Geo. W. Kirby; John Irwin, M.L.A.; F. C. Washburn, M.L.A.; P. Enzenauer M.L.A.; Fred White, M.L.A.; N. S. Smith, M.L.A.; J. W. Andrews, M.L.A.; H. E. Dobson, Edmonton; C. Peasley and C. Cuyler, Medicine Hat; Mr. R. E. Stewart, Olds; Mr. H. G. Beacom, High River; Ald. Edith Patterson, Miss C. McLeod, Miss Henderson, Miss Clarke, Ald. W. H. A. Thomas, Messrs. F. Parker, F. Speakman, J. W. Verge, E. Campbell, W. G. E. Pulleyblank, Geo. Cromie, E. MacGregor, R. D. Webb, M. W. Brock, H. C. Sweet, and J. W. Barnett.

The delegation was given a cordial reception and attentive hearing. Following discussion, Premier Brownlee indicated that after careful consideration a definite reply would be given in a few days. The report of the committee will indicate the present status of our pensions scheme.

FINANCE.

This committee included, from April to December 31st, Past President Waite and F. L. Tilson, and during the past three months, Messrs. Waite and C. B. Willis. Frequent statements have been issued for the consideration of executive meetings and at other times. The reserve fund has been increased by \$500.

LAW COMMITTEE.

This committee as organized at Easter, 1927, included J. McCrea (Chairman), F. Speakman, R. E. Hicken and myself. The duty of this committee is to keep in touch with the General Secretary and to express opinion on legal matters. Each member receives files of correspondence upon particular serious cases, and the opinion of the group determines what action, if any, shall be taken. In addition, at times when the executive is in session, or upon cases of unusual importance, the whole executive is consulted.

Many cases have been carried to successful conclusion for members. The record for the period July 5th to December 26th, 1927, shows that more than one hundred cases had been brought to the attention of the General Secretary by members. In many the only assistance required is action on the part of the General Secretary, usually by correspondence. His complete experience as concerns legal rights of teachers, the contract and the School Law generally, equips him to render immediate service and sound advice to those needing such assistance.

Final settlement was made in June, by the Alliance on behalf of its members, interested in the case vs. the Blairmore School Board. This was arranged after a successful appeal had prevented collection from the individual members. The A.T.A. Magazine has recorded valuable pronouncements in the matter of salary rate and payment, and in the Youngstown and other cases.

On account of pressure of other duties and lack of the time necessary for the work of the committee, Mr. McCrea was retired from the position of chairman at Christmas, the remaining members continuing to carry on the business which has arisen since.

POLICY OF LOCALS COMMITTEE.

This committee included F. L. Tilson (Chairman) and Messrs. J. Stevenson and J. McGuire. After several meetings, a booklet was published, outlining the Provincial Constitution, Local Constitution, suggested programme for a year's meetings, and other information for local officers and members. Copies may be obtained upon request to the office or at this meeting.

CURRICULUM.

Mr. Hicken Chairman of the Committee.

The Alliance was represented at the Easter meetings of the Departmental Curriculum Committees by Messrs. H. C. Newland and Geo. Clayton. Many satisfactory alterations have been made in the programmes of studies. In July several resolutions prepared by the committee were placed before Hon. Mr. Baker for consideration.

BUREAU.

With Mr. Willis as Chairman, this committee (April to July), continued its work of the previous year in arranging through conference for reduction of the liability to writers of courses. Mr. Willis retired from the committee in July. During the remainder of the year the Bureau committee included the Manager, Mr. Barnett and myself. All obligations as arranged by the committee were met promptly. A satisfactory amount of business was transacted by the Bureau in September, October and November. The Bureau has continued to render a valuable service to those using the excellent courses which it provides.

EFFICIENCY AND POLICY COMMITTEE.

This committee included K. P. Stewart (Chairman) Miss Edith Patterson, Claude Robinson, H. C. Newland, P. L. F. Riches, and C. D. Kelly. The committee met with the executive, July 4th and 5th. An examination was made of several resolutions of the Annual General Meeting, of previous reports of Duties of Officers Committees, and other records. Thorough discussion took place in this committee and with the executive when the committee's report was brought in. The resolutions of the committee on conduct of delegations, duties of officers, General Secretary's reports,

**THERE MAY BE NOTHING NEW
UNDER THE SUN—**

but our screen ever has a new
presentation depicting life
amidst its more kaleidoscopic
shapes, joys and sorrows,
humors and pathos.

NOW PLAYING

MARION DAVIES

- in -

"THE FAIR CO-ED"

This is Marion's best. So step right along
and come early.



VARIETY

2nd Street East and 8th Avenue
CALGARY ALBERTA

Daily—1 p.m. to 11 p.m.

**Pasteurized
MILK
The Best
Food**

Every child to become fit for the duties of
citizenship should have a good
education and a well-
balanced diet.

MILK IS A COMPLETE FOOD



UNION MILK COMPANY, LIMITED

'Phone M4686

228 8th Avenue East - Calgary

*Teachers
Protect Your
Income!*

Special Teachers' Policy!

The monthly income protector pays two
years for accident and one year for sick-
ness. It pays \$1,000.00 for loss of life,
hands, feet, or eyes.

Costs 5c Per Day

Every Accident and Sickness Covered.

Sold Only By:

**HOME ASSURANCE COMPANY
OF CANADA**

Western Canada's Largest Casualty Company
Lineham Block Calgary, Alberta

BIGGER and BETTER



Coaches, Sedans, Coupes, Landaus, Tour-
ings and Cabriolets in pleasing colors,
Duco finish, Fisher bodies, with many
new features which include Oil Filter,
Air Cleaner, Stoplight, 107 inch wheel base,
Increased Power, Shock Absorber Springs,
and 4 Wheel Brakes.

*All Models on Display at
our Showrooms.*

**GENERAL SUPPLIES
LIMITED**

Cor. 1st Street W. and 5th Ave. Calgary, Alta

"I saw your name in the A.T.A."

monthly statements, representation of members-at-large at Annual Meetings, and on publicity were incorporated in the executive records.

ELECTION AND BALLOT COMMITTEES.

Mr. Willis, Chairman.

This committee has conducted the election of officers for the year 1928-1929 according to the regulations published in the March Magazine. The type of ballot used was decided upon at the executive meeting, December 28th.

PUBLICITY COMMITTEE.

This committee was formed in July, to include F. Speakman (Chairman), C. Robinson (Secretary) H. C. Newland, H. B. Trout, P. L. F. Riches, Mr. Kelly (Mundare) and others.

The purpose outlined was to secure favorable publicity for educational policies of first rate importance. The means used have been the A.T.A. Magazine, the daily newspapers, and speakers at societies and public gatherings.

COMMITTEE ON TEACHER TRAINING.

The subjects of Degree Courses in Education and Normal School Courses will come before this meeting in the discussion of resolutions. Annual General Meetings of 1923, 1924, 1926, and 1927 have outlined proposals regarding degree courses, which have been placed before the University authorities. A delegation representing the Alliance met with representatives of the University in November. At the Christmas Executive Meeting a committee was appointed to represent the Alliance in conferences with the authorities. This committee includes Messrs. Waite, Willis, Sansom, Gibbs, Newland, Rosborough, R. J. Scott and the General Secretary. The committee has met several times and has presented to the controlling body of the University resolutions embodying the plan approved by the executive.

LEGISLATIVE COMMITTEE.

This committee has included G. W. Van Allen, C. L. Gibbs, M.L.A., the General Secretary and the President. After a thorough study of the School Ordinances of other provinces, and after careful consideration in the light of experience of what is needed in educational legislation, the Edmonton members of the committee carried to the Minister of Education a complete schedule of desirable amendments. Government action on school act revision has definitely been promised, to be taken at the 1929 session of the Legislature.

EDUCATIONAL COSTS COMMITTEE.

This committee of the executive is carrying on an investigation as requested by the Canadian Teachers'

Federation. A comprehensive report of the committee's investigations and findings appears in the C.T.F. Year Book. The committee includes C. B. Willis (Chairman) A. E. Rosborough and O. McKee and will continue its work during the current C.T.F. year (July 1927 to July 1928).

Past President Waite has continued to represent the Alliance on the Board of Reference as has Miss M. R. Crawford on the Examinations Board. Mr. W. Fraser was appointed to represent the Alliance on the Alberta Branch of the Dominion Scientific Temperance Committee. Two school districts, Bowden and Ant Hill, were removed from standing with the Alliance, the former being a case of disregard of the recommendation of the Board of Reference that the teacher be re-instated, and the latter a case of arbitrary dismissal.

The record of Alliance membership during the year is very satisfactory. The news from the other provincial organizations with which we are associated in the Canadian Teachers' Federation is very encouraging to all interested in the teachers' organization movement. The Saskatchewan Teachers' Alliance has more than doubled its membership during the year. The Nova Scotia Teachers' Union became affiliated with the Canadian Teachers' Federation early in the year. The delegates of this Union were welcomed to the C.T.F. convention at Toronto in August for the first time, their affiliation completing the circle of teachers' professional organizations in the nine provinces.

At Lethbridge in November we were privileged in having as the main speaker at the convention of the South Alberta Teachers' Association, Harry Charlesworth, Secretary of the British Columbia Teachers' Federation and Vice-President of the World Federation of Education Associations. We are very fortunate in having been able to secure M. J. Coldwell of Regina, Past President and Secretary-Treasurer of the Canadian Teachers' Federation to address our meetings on Wednesday afternoon of this week on behalf of that Dominion-wide body of teachers. We derived much inspiration and information from the addresses of his predecessor in office, G. J. Elliott, who visited the convention at Edmonton a year ago.

I have refrained from including in this report a fuller account of the 1927 convention of the Canadian Teachers' Federation, and of the benefits of our association with that body, and through it with the World Federation of Educational Associations, knowing that these broadest phases of our movement will be clearly and convincingly covered in the message which will be brought to us by the representative of the C.F.T.

Respectfully submitted,

HARRY C. SWEET.

The Blue Platter Ltd.

Dining and Tea Room

LOUGHEED BUILDING
First Street West and Sixth Avenue
CALGARY, ALBERTA

Photographs Live Forever

Make sure that Childhood's Sunny
Smiles are always with you. Visit your
family Photographer at least
once a year.

A. L. HESS

Royal Bank Chambers

'Phone M3885

Dominion Furniture Store Limited

Makes the Following Offer to Its Patrons

Chesterfield Suites, from\$158.00

Dining Suites, from\$185.00

Bedroom Suites, walnut or ivory,
with Banner Spring and Oster-
moor Mattress, from\$220.00

Just \$10.00 Down, Balance Monthly
No Interest

Deal With the Old Firm.
M. GROBERMAN, Mgr.

134 8th Avenue East - CALGARY

When in Calgary

EAT AT Home Delicacies CAFE



Newly Decorated and Remodelled
CLEAN, DAINTY, HOME LIKE.

Very convenient to the United Methodist Church,
Theatres and Large Stores.

OPPOSITE BANK OF MONTREAL

135 8th Avenue West, Calgary



Quality and Value

The quality of a diamond depends on color, cutting and freedom from flaws. A perfect diamond is blue white in color, cut in the proper proportions to give brilliancy, and absolutely without flaws, bubbles or carbon spots.

**BIRKS DIAMONDS ARE GUARANTEED
PERFECT**

The value of a diamond depends on its quality and weight or size, and in comparing values perfect diamonds only should be considered. Owing to the bulk buying ability of seven large stores, Birks are able to offer better value in diamonds than smaller organizations.

Diamond Engagement Rings from \$25.00 up.

Send for Catalogue

Henry Birks & Sons Ltd.

Specialists in Diamonds

Herald Building

Calgary

"D. A. Kirkland, Jasper Ave., Edmonton, in affiliation"

WE SHOW THE NEWEST AND
MOST CORRECT MODES

— IN —

**SILK LINGERIE, HOSIERY,
GLOVES AND CORSETS
AND ACCESSORIES**

SPECIAL DEMONSTRATION OF
THE FAMOUS

NEMO CORSETS

ALL THIS WEEK

Let us Solve Your Corset Problems!

THE

Martha Silk Shops

LIMITED

206A Eighth Avenue West

CALGARY

ALBERTA

"I saw your name in the A.T.A."

The A.T.A. Magazine

MAGISTRI NEQUE SERVI

Official Organ of the Alberta Teachers' Alliance, Inc.
Published on the First of Each Month.



EXECUTIVE OF A.T.A., 1927-28.

President.....Harry C. Sweet, 322 6 Ave. A., S., Lethbridge
Vice-President.....R. D. Webb, 1611 4½ St. N.W., Calgary
Past-President.....Alfred Waite, 9827 108 St., Edmonton

TRUSTEES

Calgary Representative.....Frank Speakman, 1804 19 Ave. W.
Edmonton Representative.....C. B. Willis, 11504 86 St., Edmonton
Northern Alberta Representative.....Jas. McCrea, Vegreville
Central Alberta Representative.....C. Sansom, Camrose
S.E. Alberta Representative, Miss Mary Fowler, 510 8th St. S., Medicine Hat
S.W. Alberta Representative.....R. E. Hicken, Cardston
GENERAL SECRETARY-TREASURER: John W. Barnett, Imperial Bank Building, Edmonton.
SOLICITORS: Messrs. Van Allen, Simpson & Co., Edmonton.

The A.T.A. Magazine

MANAGING EDITOR: John W. Barnett, Edmonton.

Published, Controlled and Edited by the

ALBERTA TEACHERS' ALLIANCE PUBLISHING CO. LTD.
Imperial Bank Building, Edmonton, Alta.

SUBSCRIPTION: Members of A.T.A. - - - - - \$1.00 per annum
Non-Members - - - - - \$1.50 per annum

Vol. VIII

EDMONTON, APRIL, 1928

No. 9

BLAIRMORE SCHOOL BOARD

LUCKNOW S.D. No. 1946

ANT HILL S.D. No. 2663

BOWDEN S.D. No. 302

Candidates selected for the above posts who are members of the A.T.A. are earnestly requested to apply for information to

JOHN W. BARNETT,
General Secretary-Treasurer,
Alberta Teachers' Alliance,
Imperial Bank Bldg., Edmonton.

CONTENTS

Reading in Relation to Problem Solving— M. E. LAZERTE.....	1
Learning Vs. Teaching—H. D. AINLAY.....	5
Emigration, Immigration, Citizenship— M. LUCKOVICH.....	7
Election Platforms.....	11
President's Report.....	15
Editorial.....	21
Correspondence.....	25
C.T.F. Convention.....	27
Something to Read.....	30
Spring Sports in Schools.....	34
The Barnyard.....	36
Teachers' Helps.....	40

Editorial

THE SHORTAGE OF TEACHERS

AT the present time some sixty schoolrooms in Alberta are without teachers, and no teachers are available in the Province. In order to supply the immediate need, the Department of Education is advertising in newspapers outside Alberta, in hopes that a sufficient number of teachers in other provinces will come to take care of the shortage.

These vacant schools, we understand, are almost without exception, schools which have been closed for a long period during the winter months, usually on account of lack of sufficient funds to continue throughout the whole year. We contend that it is immaterial whether or not these schools open in April or in May, provided they remain open for the same period as originally intended: that is to say, for example, a school intending to operate from April to November will be no worse off by opening in May and closing at the end of December. This being so the Alliance made representation to the Minister of Education, that advertising for teachers from outside the province will be of no material benefit to the school boards and pupils; nevertheless it will prejudice the interests of the whole teaching profession and particularly students with teaching qualification at the University and our own normal school students.

* * * *

THERE are probably a full hundred students in the University all holders of certificates who will be available on May 1st. Several of these teachers will graduate and intend to remain permanently with teaching; others of course are undergraduates who merely desire to earn the wherewithal to enter Varsity next fall. It is hardly debatable that this body of teachers alone could take care of every vacant school, until our own normal school graduates are ready for service. Very few normal school students are able to obtain positions until schools re-open in September and during the past two years many have suffered long periods of unemployment during the fall months. This unemployment was due to the influx of teachers from outside, largely in response to Government advertising, and it is regrettable indeed that a policy should be continued which has worked out so inimically to our own teachers.

* * * *

IT may be argued that University students cause a break in the children's schooling through resigning in October to go back to Varsity. This, of course, cannot be denied, but granted that this be unsatisfactory, how can it be prevented? These teachers are human and will strain every nerve to obtain the wherewithal to finance the next term in college; they will obtain appointment sometime between May and September. They are trained teachers and can usually earn more at teaching than at any other temporary

Hotpoint

We
Build

**Hi-Speed
Electric
Range**



**The Range
with the
Indestructible
Element**

Manufactured by

Canadian General Electric Co.

Limited

CALGARY

EDMONTON

OUTSTANDING FEATURES OF OUR SERVICE TO SCHOOLS

MAPS

When you need maps or globes, insist on JOHNSTON'S.

They have no equal for accuracy, legibility and beauty of coloring.

All of the present editions show the latest territorial boundaries and other features.

Johnston's publications are recognized by Educational Authorities throughout the British Empire as the finest obtainable.

Your orders will receive our very prompt and careful attention.

If you do not possess a copy of our Catalogue please write us at once.

THE GEO. M. HENDRY CO. LTD.

Educational Supplies

129 Adelaide St. W.

TORONTO 2

Go East by Boat



OVER THE INLAND SEAS

Enjoy the luxury of travelling East on a giant Northern Navigation Liner. Same fare as all rail. Interesting, educational, comfortable. See the Sleeping Giant, Thunder Cape, the beautiful St. Mary's River, the Soo Locks. Sleep in a roomy cabin. Room on spacious decks. Dancing, concerts, promenades, masquerades, afternoon tea. Social Hostess. Wonderful meals on the

"Noronic," "Hamonic" or "Huronie"
To Sarnia, Detroit and Points East in
Canada and United States

Embark at Duluth or Port Arthur. Three sailings weekly during summer season. Splendid connections at all ports. Any Canadian National or Canadian Pacific ticket agent will route you Lake and Rail via Northern Navigation Liners. Or write for descriptive folder to

R. CRAWFORD, General Passenger Agent
234 Portage Avenue, Winnipeg

NORTHERN NAVIGATION Division
of the Canada Steamship Lines Limited

**REWARD OF \$1.00 PER HOUR AND
UP BY BEING A**

FULLER MAN

DURING SUMMER VACATION

Many school teachers make exceptionally large earnings during summer months selling FULLER BRUSH CO., LTD., PRODUCTS.

We give free training to enable you to make good earnings right from the start.

**ACT NOW FOR CHOICE
OF DISTRICTS**

Write or Apply in Person to Alberta Offices:

C. G. LYALL, Mgr. Edmonton District
716 Tegler Bldg., Edmonton

H. S. NELSON, Mgr. Calgary District
513 MacLean Bldg., Calgary

"I saw your name in the A.T.A."

employment, therefore they will accept the first school available and quit their present less remunerative employment even if it means signing a contract in August, commencing teaching in September and resigning immediately. And taking their necessity and all other factors into consideration many would not seriously blame them. The result of changing teachers so soon after the opening of school is far more harmful than after the teacher has served four or five months. Unless the University students are placed early, they merely help to swell the number of applicants during the midsummer months with its consequent downward trend in the salary offered to all classes of teachers by school boards. Besides this, the resignation of University student teachers in September makes way for Normal school graduates not previously placed and would prevent the regrettable over-supply of teachers in the early fall.

Another Normal school next year will doubtlessly aggravate the situation, already bad, and the conditions likely to confront the teachers in the fall of 1929 is by no means one to anticipate with equanimity or pleasure.

* * * *

THE temporary undersupply of teachers during the spring months could, we believe, easily be adjusted by a reasonable measure of accommodation to the University students, without harm to the pupils in the short term schools; for the Normal school graduates unplaced in September could dovetail snugly into the system and the over-supply in the fall be avoided. Furthermore if the over-supply could be avoided in the fall, there would be a reasonable prospect of a rise in the economic status of teachers. If conditions were made a little less irksome, the prospects of advancement in the profession brought within the immediate prospect of the rural teacher, we make bold to say that while even under present conditions the need of a new Normal school (now questioned by not a few) involving a capital expenditure of \$400,000, and its heavy annual cost of operation would be entirely non-existent; also that the present accommodation at Calgary and Camrose would more than supply the provincial requirements for new teachers.

* * * *

WE are not unconscious nor lacking in appreciation of the difficult situation confronting the Department to open every school as soon as possible. They would be open to censure if the interest of the pupils were sacrificed merely to facilitate the certainty of employment of Alberta teachers. On the other hand we contend strongly that what is of benefit to the teaching profession will finally react to the benefit of the pupils, and we submit that there might be some compromise made between a natural and laudable desire on the Department's part to accommodate school board and pupils, and the adoption of a procedure which will surely harm the qualified or shortly to be qualified teachers of Alberta; provided, of course, that no school days are lost by the pupils. In our opinion school days need not be lost and every such school

board should be forced to operate up to the limit of its finances. If a school board delays the opening of their school for a few weeks by reason of no teacher being available, or if the school be closed too soon, a little closer supervision, alertness and firmness on the part of the Department would safeguard the whole situation. Once again we reiterate that we do not criticize against the teachers from outside for coming here: we welcome them individually as friends and fellow members of the profession, but our first obligation is to our own Alberta teachers, the sons and daughters of Alberta taxpayers.

ACCORDING to newspaper reports we gather that one of the main arguments raised in support of the opening of a third Normal school in Alberta is that the number of eligible students applying for entrance is greater than the number of students who can be accommodated at the two existing Normal schools. If this be a sound argument, then it seems to us that it is equally sound that a government should order an additional number of warships to be constructed because more men of sound physique and intelligence than can be accommodated in the existing navy are seeking admission to the service; or to build more barracks, manufacture more equipment, rifles and artillery and form and equip new regiments of cavalry and infantry just because more recruits than the army requires seek service with the colors.

LORD OXFORD AND ASQUITH'S name will doubtless have a place in history in a class with those of the greatest statesmen of all time. His amazing record of progress and success as schoolboy, university student, barrister and man of affairs; his versatility, dogged determination, modesty, serenity of disposition and generosity of spirit, evenness of temper, integrity, great courage and wonderful power to inspire others; his common sense, his tremendous mastery of detail and ability to express so much in few words; his prowess as a leader during every phase of his life—in school, in university, at the bar, in the House of Commons and in the Cabinet—made him the worthy object of admiration by both friends and enemies. But his warm regard for the interests of education and the teacher will endear his memory to all educationists. Lord Oxford gave his last address before a teachers' organization in October, 1923, and in closing, gave his estimate of the worth of the teacher:

"The teacher has in our time and country a greater function, a more responsible task, and in the long run a larger influence than the members of any other profession—politics, clergy, even the journalists themselves. It is true that unlike many of these, he does not live and bask in the limelight. . . . But with him, more than with any of them, lies the power of moulding the thought and the character of the nation."

* * * *

FEW men held more rigidly to the sanctity of a contract, and political expediency must needs take short shift wherein it in any degree clashed with a moral obligation. This characteristic was particularly manifested when the critical situation developed between the National Union of Teachers and the education



SNAPPY, PEPPY SHOES

that have a world of "IT"

You want something more than ordinary in your Spring Shoes.

And in these Mirimar Reds and Reptiles, Patents and Blondes you will find just that extra something which makes outstanding style.

*Moderately priced, \$5.95, \$6.95, \$7.95
and upward*

Walk-Rite Shoe Store

10125 101st St., Edmonton



Where Will You Be This Summer?

There's wisdom in looking ahead as you plan your new Spring Suit and Top Coat for Summer and vacation days are not far ahead.

The clothes you choose now will be those that you will take with you on your holiday trip. You will move in a world of strangers where personal qualities are measured in terms of appearance—clothes. You will meet new people—form new friendships.

There are times and occasions when you'll take a wealth of personal satisfaction and pride in the prestige—refinement and distinction—in the metropolitan touch of clothes built for you by the LaFleche organization.

LaFleche Bros. LTD.
IMPORTING TAILORS

La Fleche Bldg.
EDMONTON

Lougheed Bldg.
CALGARY



Velvet Ice Cream

In BRICKS, BULK, DIXIES

Delightful for all Social Events
Serve it and you please all
Special designs made to order

Visitors welcome to our new plant
2 to 4 p.m.

For appointments 'Phone 4424

THE
E.C.D. Company
LIMITED

EDMONTON

ALBERTA



Pictures for Schools

Fourteen years' experience has
taught us the requirements
of teachers.

Our stock of CLASS-ROOM PIC-
TURES is the largest in
Western Canada.

SEE OUR EXHIBIT AT THE
CONVENTION

10348 Jasper Avenue

Edmonton

authorities in 1924, regarding the Burnham scale. The nation-wide schedule of salaries known as the Burnham scale which was the result of negotiations between the National Union of Teachers and the education authorities under the chairmanship of Lord Burnham, was in a precarious position. The suggestion had been made that the scale be remodeled and a proposition was urged by the education authorities that a 10% reduction be accepted as a prerequisite of negotiating a new scale. The 1924 election was in prospect; economy was "in the air," and it might be expected that an ordinary type of party politician would suavely dodge the issue. But not so with Lord Oxford, then leader of the great Liberal party. Representatives of the Executive of the National Union of Teachers laid the whole situation before him and their confidence in his profound belief in education, his sense of justice and honor, and his detestation of treating agreements as "scraps of paper" was not misplaced. Without hesitation Lord Oxford agreed to make a public statement of his opinion and his pronouncement was of enormous value and far-reaching in its effects; in fact, it was thought by many to have saved the situation for the teachers. The following trenchant sentences are quoted from the pronouncement above mentioned:

"Where scales of remuneration for teachers have been agreed by local education authorities they should be made obligatory."

"No case has been made out for the proposed reduction of 10% prior to negotiating new scales."

LORD OXFORD, the man who held the reins at the most critical period of our Empire's history, had no sympathy whatsoever with a "passing the buck" attitude. He might have said: "The Board of Education must needs be but a passive spectator in regard

to the differences between education authorities and teachers; if the publicly elected representatives of the people decide to terminate the agreements of their teachers and offer to re-engage them at a lower rate, they have the legal right to do so and I don't see that it would be sound policy for a government to intervene and circumscribe the statutory powers of education authorities. 'He who pays the piper calls the tune'; public opinion might be against you and the government must be careful to avoid action likely to produce an unfavorable reaction." BUT, to his honor be it said, HE DIDN'T. In effect he said: "If a publicly elected authority contemplates dodging a moral obligation, or endeavors to inflict an unjust agreement upon its employees, then it is the duty of the supreme authority—the Government—to step in and, if necessary, enact legislation to prevent even publicly elected representatives of the people from overstepping the bounds of decency and propriety." Lord Oxford had too much contempt for trivial technicalities and too reverent a regard for the spirit of an agreement, cost what it might, to avoid championing the cause of those in danger of dishonorable treatment and at the mercy of the "conveniences" of unjust employees even though they be elected representatives of the public.

NOT ONLY CALGARY OBJECTS

Typical Letter of Complaint

DEAR SIR:

Would you please let me know as soon as possible if it is compulsory for teachers to take the Normalites? I have a heavy school and have been told that Normalites are booked for my school. And I mean to refuse unless it is compulsory.

On stripping off the wrap, I noticed the front-page quotation, which did not seem to be in harmony with "big-business" methods. This caused a further look with "pleasure and profit."

We very much enjoyed those articles contributed by Mills, Watts, Misses Bradshaw, Turner, Powell, Carson and Maclarty.

When it came to having a mental feast, a regular deluge of intellectual fat, a "gem of purest ray serene," an opening up of a fountain out of which came wit, humor, sarcasm, wisdom, logic and literary finish, my impoverished mind failed to rise to the occasion and do justice to such excellent contributions as "Barnyard," by "Hayseed." There is evidence of striking originality in his pen name, trying to climb up into a class of social and economic society that would hail him as a long-delayed Moses. "Nit."

"Hayseed," I note one of the gems in your summation of what the system is to do "to collect data for forming a sound opinion." Evidently you have not yet emerged from the lethal chamber of your early school days, or you would not have committed yourself to the false statement you asserted that a delegate made at the U.F.A. Convention. I am the said delegate, and did not call the educational system of Alberta "a farce unmitigated." The Editor of the A.T.A. did not so understand it, and not one of the papers so reported

Correspondence

Editor, A.T.A. Magazine.

Dear Sir,—The last of February, by chance, there came into my possession a copy of the A.T.A., which I have perused with much pleasure and profit. For some years I have been hearing of the Teachers' Alliance, but did not know its aim and object—suspected that it was largely based on the dollar and how to grab, rather than earn it by good, honest methods. Of course, honest work should be well paid.

The first item to attract my attention was its material "get up," which I find very pleasing and attractive. When I first picked it up, I thought it to be just one of those advertising mediums so freely used by the "successful business man" with pep and alertness. Perhaps his idea is largely founded on successful "money-grabbing," which he so much deplored in the A.T.A. "Big business," when he gets it, is success; when you try, it is just "money grabbing." When this big-business man begun to unfold his "pep and alertness" logic so far as he knew, he had not yet emerged from the jungle of the primitive mind.

INSIST ON
Velvet Ice Cream

EVERYBODY'S FAVORITE

We appreciate orders for parties, picnics, and social events. Velvet Sweethearts and Velvet Delights in individual cups with spoons, are ideal for dances, picnics, etc.

Campbell & Griffin, Ltd.
CALGARY, ALBERTA

Why not Invest Your Surplus Earnings in a
Good, Sound, Negotiable Security
of High Yield?

**United Grain Growers
LIMITED**

Stock at \$28.00 Per Share, Yield 7.14%
Plus Accrued Dividend

The Purcell Cote Co. Ltd.
1010 Herald Bldg., CALGARY

THE
Imperial Dry Goods Co.

LIMITED

the newest in

LADIES' READY-TO-WEAR

MILLINERY

HOSIERY

NOVELTIES

Cor. 1st W. and 8th Ave., CALGARY, Alta.

Quality Furs—

Buy your Fur Coat now on our easy Monthly Payment Plan and be ready for next Winter.

We carry a complete range of fashionable Fox Chokers, in all the newest shades. Ranging in price from \$30.00 and up.

Kraft The Furrier Ltd.
CALGARY, ALBERTA

Est. 1908.

New Location: 222 8th Ave. West

FLOWERS LIMITED

Successors to Hammond Floral Company

Special Designs for all Occasions—

WEDDINGS, FUNERALS, CUT
FLOWERS and PLANTS . . .

PRICES REASONABLE
A. Tomlinson, President

PHONES M3203 and M5414

Store and Greenhouses: Cor. 7th Avenue and 7th Street West

EAT IN OUR FAMOUS BLUE ROOM

Kolb's Cafe

8th Avenue and 1st Street West

PURE FOODS

MODERATE PRICES

Special Daily Lunch 40c

**TEACH THE CHILDREN THAT THE
BODY REQUIRES VITAMINES**

and that these very important body builders are found
in great quantities in—

4 X BREAD

CANADIAN BAKERIES, LIMITED
Calgary - Phone M7946

A WENER SUIT

Possesses Distinction and Individuality

THE VERY LATEST IN STYLE and TAILORING
THE NEW SPRING COATS ARE CAPTIVATING!

Be sure to see these before selecting your new spring wardrobe.
A 10 per cent discount will be given to all bona fide teachers making purchases during convention week.

WENER'S CORRECT CLOTHES, LTD.
120 8th Avenue West, Calgary Phone M2644

"I saw your name in the A.T.A."

it. I did assert that the present form of conducting examinations is an unmitigated farce, and I will further add, "fraud as well". These statements refer to that part of the business discharged by the "Light Brigade," which cost this Province in 1927 \$80,000, as stated by the Minister of Education on the floor of the Convention.

"Hayseed," you should retire to the "pensive retirement" of your "strawpile." Study "perspective"; perhaps you may be able to think that a part is not equal to the whole, or you may discover one of those "spots," sores, distempers, perpetuated by the power behind.

This may seem to you like a "flat joke, but, really, Autocrat of the Strawpile, you might, in the course of the passing years, develop some ability as a reviewer of other "fools'" ideas. At least, you will learn that arguments cannot be built up out of "straw men," the product of your own phantasy and straw-pile environment, forsooth!

Down towards the close of your sparkling contribution I note the word "verdommt." I do not know what it means, but its tintinnabulation is so musical and tinkling.

"Hayseed"! If you wish to discuss the question of Alberta's rotten examination system, I should be pleased to do so with you or any one else.

I have the pleasure to remain,
Cologne, Paris, Rome, Florence, Venice, and Milan, the

Just a delegate,

C. C. REED,
Tees, Alta.

**CANADIAN TEACHERS' FEDERATION NINTH
ANNUAL CONVENTION**
Winnipeg, July 24-26, 1928

A Word from the President:

It is a great pleasure to advise the Canadian teachers that arrangements are being completed for the Ninth Annual Conference which is to be held in Winnipeg, July 24-26, this summer. The Fort Garry Hotel will be our official headquarters, and our meetings will be held in the Parliament Buildings. The Secretary will send to each province full details, but in the meantime I should like to call attention to some of the features of this Conference.

1. A distinct effort will be made to transact the routine business as early and as expeditiously as possible to permit full discussion of other matters.

2. The standing committees will have two sessions for their reports. From a list of these committees appended you will note that every province has a specific task, and each of these reports will represent careful study.

3. Provision will be made for careful discussion of the general policy of the C. T. F., and for its relation to other bodies of kindred interests.

4. It is quite probable that an outside speaker of the highest distinction in education will give two addresses on subjects of practical importance representing the latest phases of educational development.

5. The Manitoba committee is hard at work preparing a programme of social features which will be in keeping with the best standards of western hospitality.

6. Tourist rates to the West will be applicable for all points east of Winnipeg by that time. Consult your

local agent early so as to give him plenty of time to get full information.

7. While the Canadian Teachers' Federation is a strictly delegated body of thirty members, its sessions have always been open to all teachers. All teachers, not members of the C. T. F., who attend are designated as "unofficial delegates", and are invited to join the Conference and share in its sessions.

On behalf of the Officers and Members of the Executive Committee of the Canadian Teachers' Federation, I have pleasure in extending an invitation to the members of the A.T.A. to attend the Winnipeg Conference this summer."

E. A. HARDY,
President Canadian Teachers' Federation.

LIST OF STANDING COMMITTEES.

(a) Overcrowding Classes and Class-rooms—Manitoba Teachers' Federation.

(b) Payment of C.T.F. per capita fees—President, Secretary, Treasurer and Executive.

(c) Survey of Tenure Conditions—British Columbia Teachers' Federation.

(d) Professional Training and Teachers' Certificates—Federation of Women Teachers of Ontario.

(e) Interchange of Teachers—Federation of Secondary Teachers of Ontario.

(f) Parliamentary and Legislative Representation—Sadler, Morrow and Coldwell.

(g) Examinations—Saskatchewan Teachers' Alliance.

(h) Relation of High School to University—Protestant Teachers' Association of Quebec.

(i) Educational Costs—Alberta Teachers' Alliance.

(j) Superannuation — Nova Scotia Teachers' Union.

(k) Year Book—Coldwell and Sadler.

Professor W. T. Allison, of Winnipeg, past President of the Canadian Authors' Association, and well-known contributor of literary articles to Canadian papers, has accepted the invitation of the Canadian Pacific Railway, in conjunction with the Art Crafts Guild, the largest travel organization in America, to conduct a party to Europe next summer.

The date of sailing is July 4th from Quebec. The tour will last 46 days, and England, Holland, Belgium, Germany, France, Switzerland, and Italy will be visited. In England various literary shrines in London and the Midlands, including Oxford, Stoke Poges, Chalfont St. Giles, and Stratford, will be on the itinerary. On the continent, in addition to seeing the sights in important cities like The Hague, Amsterdam, Brussels, Cologne, Paris, Rome, Florence, Venice, and Milan, the party will enjoy a trip up the Rhine for a hundred miles, and a motor trip through the French and Italian Rivieras, taking in Nice, Monte Carlo, Mentone and Genoa. A pleasant feature of this tour will be the provision of motor cars and guides in every large centre visited.

While first-class hotel accommodation is guaranteed, the inclusive price for this tour brings it within the reach of those of moderate means. Dr. Allison hopes that many of those who have followed his review articles will find it possible to go with him. He would be glad to give details of the tour to anyone who may be interested.—(Advt.)

HOLLINS

The store that specializes in women's and misses' garments only. Quality spring garments from which to make your selection — the very finest Dan — it will pay you!

Lovely Charmeen Coats

A marvellous assortment of styles. All richly silk lined and fur trimmed with Squirrel or Mole.

All sizes

\$37.50



Tailored Prince of Wales Coats

Real dressy coats of Poiret Twill in navy only. Nicely lined. All sizes. Priced at

\$17.95 and \$25.00

Smart Costume Suits

The new thing this season. Charming three-piece models. Nicely blended shades and combinations.

All sizes. Priced at

\$35.00 TO \$97.50

HOLLINSWORTH & CO

LIMITED

WINNIPEG

REGINA

CALGARY

SPECIALISTS IN LADIES' AND MISSES' READY-TO-WEAR



Be Sure and Visit
Many Times

"I saw your name in the A.T.A."

HOLLINSWORTH'S

Quality garments at very reasonable prices. Hundreds and hundreds of new finest Dame Fashion has to offer. Plan to get your spring outfit at Hollinsworth's

New Sports Dresses

The ideal garment for school, office or outing wear. Rich Kasha Cloths—
in all shades. Every size.

Priced at

\$13.75



and Visit Hollinsworth's
my Things to See

Style Dresses

Truly wonderful creations—all so new and
different. The wanted shades for spring.
They're dresses of the
better type

\$25.00



Tailored Suits

Yes, they are beautifully tailored in novelty tweeds, poiret twills and pin stripe
cloths. All silk lined.

Every size. Priced at

\$25.00 AND \$29.50

HOLLINSWORTH & CO.

LIMITED

WINNIPEG

REGINA

CALGARY

SPECIALISTS IN LADIES' AND MISSES' READY-TO-WEAR

Please mention this magazine when writing advertisers

Something to Read

C. Sansom, B.A.

AN interesting account of what is called the "New School Movement" in Europe is given in a recent book called *New Schools in the Old World* by Washburn and Stearns, published by the John Day Company of New York. The key-note of this "new school" movement is "freedom" for the child. He is to be given his freedom in order that he may develop the independence and initiative necessary for successful living. This freedom is set over against the compulsory performance of, to the child, unmeaningful tasks, which is said to characterize so much of the work of the traditional schools. This principle of compulsion is very necessary, some people think, in the interests of "discipline;" but in the eyes of the "new school" protagonists it serves no better purpose than merely to check the natural and spontaneous development of the child.

Thus we read in the introduction to this volume that "a new day is dawning in the educational world, a day in which the individual child is coming into his own." The "new schools" in which this principle of "freedom" is being put to the test are represented as being "on the heights;" they "have caught the first glimpse of the day." But the older schools, which comprise "most of the world's schools" are down in the valley "where night still reigns." Here the pupils are still "crammed with dull facts," and the inability of teachers to perceive the real "interests and desires" of the children results in their being compelled "to learn like parrots," and in their being pushed "in herds and droves from one grade of the school to another."

In these "new schools" education is organized around the immediate needs of the children, and the methods used are such as to encourage initiative, self-criticism, and self-reliance. Whatever our views may be as to the underlying philosophy of the movement, the book in question is well worth reading for the information it contains as to what is going on in Europe along these lines. We in this province are so used to thinking of the United States as the source of all the "new-fangled ideas" in education which disturb our peace of mind, that it is somewhat surprising to learn that Europe is also a serious offender in this respect. It is merely our distance from Europe which serves to protect us in some measure from the unsettling influence of a new idea from that source.

There are twelve of these "new schools" described in the book, of which five are in England, two in Czechoslovakia, and one each in Belgium, Holland, France, Switzerland, and Germany. It is significant that five schools of the twelve should be located in England, "where freedom slowly broadens down from precedent to precedent." As to France we read that it is "one of the most barren countries in Europe in educational experimentation." France, it should be noted in this connection, has one of the most highly centralized school systems to be found in Europe. In England, on the other hand, education is still sufficiently decentralized to be the despair of the systematizers and the hope of progress. The so-called "Dalton Plan," for instance, which originated in the United States, has been adopted, perfected, and extended by the English. This is not altogether an accident.

The book would, perhaps, be a little more convincing if the joint authors were not so definitely committed to the principle of pupil freedom in education. The principal collaborator, Mr. Washburn, is Superintendent of Schools at Winnetka, a wealthy suburb of Chicago. Here for about eight years he has been conducting the experiment of "fitting the schools to the pupils," rather than "fitting the pupils to the schools." Progress through the Winnetka schools is on the basis of work-units or "goals," and each pupil proceeds at his own rate. Thus a "grade" in Winnetka means a certain group of children working toward some "goal." A pupil may be doing work in two or even three "grades" at the same time in different subjects. The "goals" are very specific, and as soon as a pupil reaches any goal he proceeds at once to the next work-unit. A full account of the system and of how it operates is contained in *A Survey of the Winnetka Public Schools* published by the Public School Publishing Co., Bloomington, Ill.

It will be surmised that Mr. Washburn is probably not an entirely unbiased critic of what is going on in the "new schools" of Europe. Nevertheless he writes as an eye-witness and with evident intention of being fair and impartial. About two years ago, accompanied by his wife and two of the teachers of his staff, he made a tour of Europe and visited each of the schools he describes in his book. The book is written in a very simple and direct style, and every page is aglow with admiration for those rare spirits in Europe: Badley at Bedales; Decroly of Belgium, "modest, brown-bearded, unassuming," and "perhaps the leading authority in all Europe in the education of defective children;" Bakule with his crippled children in Prague; and many others who are devoting their lives to the service of a great ideal.

* * * *

For the philosophical interpretation and justification of the "new school" movement perhaps no better book has appeared than *Education for Changing Civilization* by W. H. Kilpatrick of Teachers' College New York. It is an inexpensive book and may be had from the MacMillan Company of Toronto, Canada. There are only three chapters in the book. These are headed respectively "The Nature of our Changing Civilization," "The Demands on Education," and "The Changed Education." There are certain classes of people who would not care for this book. The "fundamentalist" in religion, for instance, would hardly approve of it: neither would the traditionalist in morals, nor the dyed-in-the-wool conservative in anything. Nevertheless these people should read the book on the principle that what we don't like is often good for us. People who like to think should give the book a hearty welcome. The only people who should not read it are the noisy and flamboyant "modernists;" for these poor folk would merely swallow it whole; and the gulping of so much thoughtful matter in concentrated form is not in the interests of mental health.

The central theme of the book is that we are living in an essentially changing universe (which is not exactly an original idea); that in the realm of science and invention ("tested thought," as it is called) the change is progressing, not uniformly, but in "geometric ratio;" that in our ethical and moral thinking we have not kept pace with these scientific changes. (This is the so-called "social-moral lag" we have been hearing so much about); and that "The present intellectual problem of man is to bring his thought world abreast of his scientific discoveries." "Logic, ethics, religion, philosophy," we read, "need to be remade into consistency with the situation."

**MOUNT ROYAL BARBER SHOP &
BEAUTY PARLOR**

OUR AIM IS TO MAKE EVERY
CUSTOMER AN ADVERTISER
FOR US.

728A 17th Avenue West
PHONE W4852 - - CALGARY

THE MOST ESSENTIAL ITEM OF YOUR
SPRING CLOTHES IS YOUR HAT—
JUST THE RIGHT HAT!

We Specialize In:

SMART HATS AT MODERATE PRICES

"Elite" Millinery

MRS. RUTTY
1219 FIRST STREET WEST, CALGARY
OPPOSITE HOTEL NOBLE

W. F. Whitburn

FUNERAL DESIGNS, WEDDING BOUQUETS

Cut Flowers and Pot Plants
for all Occasions

Prices and Quality Right

'PHONE M2425

Rideau Greenhouses CALGARY

A.T.A. BUTTONS

80 Cents
Each



80 Cents
Each

A.T.A. Office, Imperial Bank Building, Edmonton

NATIONAL SYSTEM of BAKING

BAKERS OF QUALITY PRODUCTS

Alberta Stores:

710 Centre Street and 309 8th Avenue W.,
CALGARY

LETHBRIDGE MEDICINE HAT EDMONTON

TEACHERS ESPECIALLY
Will Find

The Alberta Annex

To their Liking as a Temporary Home
while they are in Calgary

It is Comfortable and very Central

OPPOSITE THE PALLISER

\$1.00 Per Day (Single)

75c (Double)

**Dress Well and
Make the Grade!**

*Ladies if you like to see men well dressed,
please give them this address.*

KINGS' LIMITED

Phone M1099

114 8th AVENUE EAST CALGARY

Stuart Hardware Co. Ltd.

WE SPECIALIZE IN GOOD HOUSE-
HOLD HARDWARE AND
McCLARY STOVES.

'PHONE M3032

115 7th Ave. W. CALGARY, Alta.

"I saw your name in the A.T.A."

In order to bring about this change in our ethical and religious thinking the great need is to banish "authority from without" (authoritarianism) from our educational institutions and substitute therefor "authority from within." We must "give up the hitherto professed right to fix our children's thinking." We must "free our children to think for themselves," since "we face an unknown future." There is only one thing we can know for sure about the future, and that is that it will be different from the present and from the past.

Now with scientific thought going forward in geometric ratio, and with ethics and religion keeping pace with it in the coming order of things which the new education will introduce, it must be admitted that we are facing into a rather exciting prospect. How is stability to be maintained in the midst of all this increasing change? The answer is that "movement itself may bring stability," as in the case of the spinning top. What we must acquire is a "dynamic social stability." The gist of the matter is that "We must have a philosophy that not only takes positive recognition of the fact of change, but one that includes within it change as an essential element."

It is perhaps needless to say that in developing his thought and making the application to education the author scarcely succeeds in avoiding all the pitfalls of the situation. But nevertheless it is an exceedingly stimulating volume. It is written in so easy a style as to give an impression of simplicity in thought which might deceive the casual reader. The book will well repay a second reading, or even a third; and as a basis for the group discussion of fundamental educational principles it could scarcely be surpassed.

* * * *

A somewhat different view of the "New School Movement" is taken by J. K. Hart in his book on *Adult Education* which has just been published by the Thomas Y. Crowell Co., New York. This is a book that will well repay reading on many other counts than that of the "new schools," for in it Hart discusses the whole question of adult education, which is now coming so much to the fore, and develops a rather unique idea in regard to the matter, based largely on the folk high school situation in Denmark. With the principle of compulsory standardization, as he calls it, which characterizes the traditional public school education, Hart is in as strong disagreement as Kilpatrick. He says it "brings in all the children," but "drives out all the education." But he finds the real source of the difficulty in the community rather than in the schools, and thinks that effective school reform along these lines will have to be preceded by a large amount of community education. "We are slowly realizing,"

he says, "that any expectation that the children of any age, in their own time, will make the community over, is a will o' the wisp." The reason for this is that children have to live in the world as it is when they are out of school. "Even the children of the 'new schools' have to go home at night," he sagely remarks. And the fact that the "new schools" are so completely divorced from the type of community life about them is registered as a point against these schools. "The public school makes no pretense of preparing the pupils for anything other than the life and work of the world as it is; that's the reason why it insists upon being compulsory, universal, and standard; its product must fit into the present compulsory, universally interchangeable, and standardized community life." The writer claims that the "new schools" have "found no way, as yet, of dealing with those crucial years—from 14 to 20—when the pressures of the community life are most stern; or how to escape the necessity of making their children conform to the demands of the high schools and the colleges and universities."

Hart claims that the whole trouble arises from a fundamental fallacy in our general theory of education. This fallacy inheres in "the doctrine that education is primarily concerned with the teaching of children; that children are the chief objects of education; that in educating children we are determining the social world of the future."

"This doctrine that education has primarily to do with the teaching of children has," claims the writer, "little if any support from history; it has small basis in psychology; and it certainly gets little support from practical experience . . . an educational system which lays its chief stress upon the education of children is definitely headed for institutional stagnation; and a society which spends its energies on the education of its children will end in social indirection."

Hence, "The problem of education turns back upon the adult. We must learn how to educate adults, before we can get much further with the education of children. The adult generation controls the experience-world of children; and it also controls the kind of ideas that the schools may pour into the minds of the children."

For the entire argument recourse must be had to the book itself. One chapter is given to the Danish situation; and the title of the chapter, "The contagion of Great Intelligence," gives an inkling of the high regard the writer has for the way the people of Denmark have handled the problem of adult education. The chapter consists largely of excerpts from another book by the same author on the Danish Folk High Schools entitled *Light from the North*. It is published by Henry Holt & Co., New York.

WHEN IN CALGARY, Make Your Home
at

HOTEL ST. REGIS

And Enjoy Your Visit

100 ROOMS—50 WITH PRIVATE BATH

Telephone Connections

Reasonable Rates

Free Bus

"Distinctly Different"

PHONE M6780 FOR APPOINTMENT

Beaute Salons La France

Specialists in: Marcelling, Hair Cutting, Facial Massage,
Shampooing, Water Wave, L'Oreal Henne, Dyeing.

SIBBALD'S BARBER SHOP

114 SEVENTH AVENUE EAST

Just West of St. Regis Hotel

CALGARY

ALBERTA

THE ANNUAL
GENERAL MEETING

OF THE

Alberta Teachers'
Alliance

WILL BE HELD IN THE

Central United Church
CALGARY

FIRST SESSION MONDAY
APRIL 9th, 1928

The Session will commence at 1.30 p.m., and will be a General Session open to all members. Other sessions will be announced from the chair.

Members at Large may meet and appoint delegates to represent them throughout the Annual General Meeting.

"I saw your name in the A.T.A."

Spring Sports in Schools

C. Riley, B.A., formerly Medicine Hat High School

HAVING been requested to write a short article on the organization of sports for the spring months in the larger schools, I am outlining a plan we have found generally satisfactory for several years and especially this year. It may not always prove successful as the success of sports is dependent on more than good organization, but it is very easily controlled and, if well carried out, is a great aid to progress.

It is a mistaken idea that spring sports should be confined to those last hard annual sprints for the departmental examination finish tape. On the contrary, participation in games is even more essential for students in the spring than any other season. Taken in proper doses, athletic activities aid in the proper training of students for the June hurdles.

Proceeding on the assumption that the thoughts of most young people turn to baseball in the matter of sports each spring, we, here, always confine our attention to it. Other games, however, may be organized on precisely the same lines. Well before the first fine spring days plans should be made to get away to a fast start as soon as the ground is dry. From the first it should be remembered that the ideal organization is that which includes the greatest number. Skillful players will always find a team somewhere with which to link up. The less skilled players should be the prime consideration. If placed in teams along with the better players they improve quickly.

First, then, every athletic representative, (and this article refers both to boys and girls), should secure a list from his or her room of all students who wish to play. Provided with the lists, the athletic association executive should meet with the teacher in charge of the organization and decide on how many leagues and teams are advisable. It is usually best to keep senior and junior boys in separate leagues. At present we have four teams of grade nines and three of the higher grades in junior and senior boys' leagues. The girls are all in one league and each of the eight teams comprising it represents a room. Room teams, however, are not ordinarily satisfactory for boys, due to the difference in the regular and playground ball games. All of our three leagues are running through their schedules right merrily. The games are limited to seven innings, and commencing at four thirty are nicely over by six each night.

When leagues have been decided on and teams are selected the teacher should draw up and post his schedules. These should contain several columns for dates of games, name of teams, umpires, winners, scores and remarks. A list of league rules might very well be appended, containing directions to captains regarding care of equipment, time the games start and other necessary points.

Such simple arrangements only are necessary to run the ball leagues. Of course grounds and equipment are essential. Two diamonds at least, one for boys and one for girls, each with a backstop, are needed. Equipment may be secured in only one way, and that is to pay hard cash for it. Provision for funds should be made earlier in the year by school entertainments or any other honest methods possible. Our Christmas play netted us nearly two hundred dollars which we are now pleasantly engaged in circulating. We have made

new backstops, employing a man to build them, and have had our grounds harrowed, dragged and rolled. We are well set up for equipment, and altogether our funds have proved to be a wonderful lubricant for the smooth operation of our leagues.

Now a word about the different games. While regular baseball is the usual game for boys—we play it in our “after four” leagues—it should not be forgotten that playground ball played on a diamond with fifty-foot base lines is just as good a game for students of all ages and both sexes. Further, it requires as equipment only a bat and ball, both of which are cheaper than those for ordinary baseball. It is full of thrills and a nine-inning game can be finished in an hour. Its rules are the same as the other game in most details, except that the bat is lighter and the ball is the out-seam soft ball. The best-sized ball is twelve inch, though some prefer fourteen inch, and others the nine.

Thus should the revolutionary “after four” leagues function, with good games going on every night. The weak point in such leagues is that they include only those students who express a desire to play and will turn out, while those students who chiefly require the benefits of sports do not take part. Lack of ability or inclination prevents them from signing up. These people should be provided for by having regular physical education classes in school hours just as the curriculum theoretically insists on. Every class should have at least three exercise periods a week the year round. Baseball games in the spring make a very pleasant variation from the more formal work of the winter, and thus every student will have an opportunity to participate.

Class leagues are easy to organize. The care of all details can be entrusted to students and the teacher is relieved of all responsibility except a general supervision. Playground ball is the only game for such periods as gloves are not needed. Two lots, two balls and two diamonds will accommodate up to forty players.

Students of all ages should be actively engaged in some sport two or three times a week. Even the grade IV's will carry on a good league. The earlier children learn to play and to love good team games the better. Begun early in life they are never forgotten or neglected, and when properly supervised are a great steadying influence on youth in these fast stepping times. The ideal sport organization to be striven for is to have every boy and girl learn to play some team game fairly well. The senior school team will not suffer, for the coach need worry little about a dearth of good material and the principal need worry less about the kind of recreation his students desire.

Clifton Lunch

GOOD MEALS AT
REASONABLE PRICES

OPPOSITE THE GRAND THEATRE

607 1st St., West

CALGARY

Miss M. E. Malkin

YOUR MILLINER

THE ARCADE

126A 8th Avenue West

CALGARY

The Macgregor Studio

Would welcome an inspection of their studio and are at your service to execute any order in high-class photography.

Wedding Groups Are Made a Specialty

'PHONE M6763

118 8th Ave. W.

CALGARY, Alta.

BASEBALL

FOOTBALL

THE RELIABLE SPORTS OUTFITTERS

Alex. Martin Sporting Goods Co. LIMITED

117 8th Ave. W., CALGARY, ALTA.

NEW CATALOGUE FREE ON REQUEST

TENNIS

GOLF

When in CALGARY be Sure to Visit

Bercuson's Store

A COMPLETE STOCK OF CLOTHING AND MEN'S FURNISHINGS

At very Popular Prices

107 8th Avenue West, CALGARY, Alberta

Opposite 5c and 10c Store

Mineral Steam Baths and Massage

For Rheumatism, Lumbago and Ill Health

'Phone M2442

1012 2nd Street E. CALGARY, Alta.

TESTIMONIALS

Thirty-one voluntary testimonials from Students of our Extension Course in Short Story Writing were received during February. Seventeen came from Teachers who had first enjoyed our "Free Creative Test." You are invited to write for this test. The results may surprise you. Try it this minute. Write W. R. SHAW, Registrar, Dept. A.L. SHAW SCHOOLS, Bay Charles Bldg., Toronto, Ont.

Special Discount to Teachers

When You Think of



Glasses

YOU'LL THINK OF

CROWE

"THE OPTICIAN"

806 1ST ST. W. ALBERTA CORNER

CALGARY, ALBERTA

Butchers' and Packers' Supplies, Limited

FIXTURES SUPPLIES

We Furnish Everything but the Meat

CENTRAL BUILDING
CALGARY Alberta

Mitchell Sanitary Baking Company Limited

WE KNOW YOU'LL LIKE OUR BREAD AND CAKES

makers of

MILK-MAID BREAD AND
KLEAN - MAID CAKES

'Phone M4994

636 14th Ave. E.

CALGARY

Barber Shop and Beauty Parlor

A. MURPHY, Proprietor

Use "Gro" Shampoo

'Phone M6018

810 Centre St. CALGARY, Alta.

THE General Accident Assurance Company of Canada

FIRE AUTOMOBILE CASUALTY

Branch Office:

514-515 Grain Exchange Building
CALGARY, Alberta

"I saw your name in the A.T.A."

The Barnyard

SINCE the forecast of radical changes in school administration has been made by the Minister of Education, I did not wish to give further space to the "fire-and-sweep" issue over which Mr. Roycroft has so severely bludgeoned me. His polemical method, however, calls for some comment.

1. For the purposes of his tirade he assumes that I am the occupant of the Chicken Dale residence of which I wrote last fall. I am not, and never was. If I were, I should not be whining to the press about it, or holding up to ridicule men whose names are on the contract with mine.

2. In quoting from my article the Pedagogue is careful in the first instance to omit the significant body of my paragraph so as to ignore the inherent idea that when the faults in a case seem evenly balanced, the human and not infallible trustees will incline towards the person whose home and livelihood are bound up with the district rather than towards the habitually migratory teacher. In the second instance he saws off a sentence from its context to imply that I am doing work which the farm folks consider beneath their dignity; this after I had fairly demonstrated that the question was not one of dignity but of feasibility.

3. He also says that if I had my way every teacher would become a community scullion. If he reads any compulsion clause in my column he must be adept in reading between the lines. In any case a teacher who sweeps his own place of business is no more a community scullion than a merchant who sweeps his own store. The matter of social functions is beside the point. A dance committee or U.F.A. committee will readily see the justice of leaving a clean school clean. Ratepayers aren't too stupid for that.

4. I am accused of gibling at the menial class. The accusation is groundless. Any contempt existing in my mind is for such as would establish and perpetuate the menial tradition in a country that is blessedly free from it.

After all this, Mr. Roycroft in his final paragraph walks out and slams the door—hardly a masculine way of ending an argument. No wonder he characterizes such discussion as "flogging a dead horse". Am I the dead horse, or does he mean that discussion based on misrepresentation, misquotation and personal innuendo is a beastly malodorous business?

* * *

At the recent Trustees' Convention a notable suggestion was put forward by Dr. Staples of Stettler, namely the solution of rural high school problems by means of boarding schools. It may be worth while to offer the following abridged account of an English boarding-school typical of the middle class:

"Our routine was as follows:

6.45—Rising.

7.00 to 7.40—Morning preparation—silent study under one master in the Assembly Hall.

7.45 to 8.20—Breakfast and Prayers.

8.50—Assembly in hall. Check absentees

9 to 12.45 —Four lesson periods, intermission at 11.

1.00 to 1.30—Dinner.

1.30 to 3.25—Free time—club and league games.

3.25—Assembly in hall. Check absentees.

3.30 to 5.25—Two lesson periods.

5.35 to 6.10—Supper, evening prayers.

7.00 to 8.10—Evening preparation, same as morning.

8.15 to 8.25—Bun and milk.

8.30 to 9.35—Reading, conversation, etc., in dormitories.

9.35—Lights out.

"*Health*—A sickroom and isolation ward were maintained; the general health of the school was in the care of a certificated matron. A physician visited twice a week. A special nurse was hired for the rare isolation cases. Daily sick parade was immediately after breakfast.

"*Clothing*—A regular laundry and sewing staff washed and mended, besides brushing spare suits after Sunday. Boot repairs and tailoring jobs were looked after and charged to parents.

"*Food*—Porridge was staple for breakfast, with varied second course. Each day had its dinner menu: 'boiled fish and spotted dick' still lingers in mind as Wednesday's fare. Supper was bread and butter eked out with private offerings from one's tuck-box.

"*Bounds*—The premises consisted of some thirty-five acres, including playing fields. Some of this (e.g., the fruit-lot) and all the world outside of it, was out of bounds. On half-holidays, (Wednesday and Saturday afternoons) a signed permit gave the pupil freedom of the surrounding country, a special permit being required to make trips to Leeds or Bradford for dental treatment or other legitimate purposes.

"*School Discipline*—The main instrument of discipline was the mark system. A boy started the week with 20 marks to the good. For lapses from silence, punctuality or neatness (where these were in order) he suffered the loss of one mark. If his good named moulted only two feathers he heard no more about it, but a boy whose conduct marks fell below 18 suffered detention for a graduated period on Wednesday afternoon when all red-blooded boys wanted to be at the cricket-match or the House Final. He also lost permit-rights for the week. Masters, prefects and sub-prefects were empowered to inflict 'marks'. A boy whose marks fell consistently low came under the grave displeasure of the 'Head'. Class negligence was punished by 'lines'—a poor system—or by individual detention.

"*House Organization*—Each house had a large airy dormitory of about 25 beds, with a cubicle behind each bed, containing locker and washbowl. Discipline in the House was maintained by a Prefect and two 'Subs'. The dormitory afforded a fine opportunity for committees of the whole, on the choice of house teams and other matters. Supreme responsibility for the house affairs rested with the House Master who occupied a room built into a corner of the dormitory. If the Prefect was inefficient, the Master's job was a trying one, otherwise it was very pleasant.

"Each House had its own long table in the dining hall, with the prefect occupying a chair at one end, always the same chair at the same end—a throne for the ambitious junior to aspire to.

"By way of social activity, the House would celebrate in ginger ale the winning of the Rugger, Lacrosse or Cricket Cups; songs, speeches and ghost-stories being in order for one night. To celebrate a double triumph after many defeats, the House was permitted a full-blown banquet followed by a social evening. The cups, containing some innocuous fluid, were passed freely round, and complimentary speeches were made to the great and small of the House.

"*Student Government*—The prefects and 'subs', in addition to their dormitory duties, looked after the bathing rotations, the passing to and from dining hall

The Bonnet Shop

Miss J. T. WALLER

"The Shop of Service"

Welcomes the Teachers of Alberta to see
the New Spring Models

'phone M6306

711 First St., W.

CALGARY, Alta.

Fay's Oil Exchange

'PHONE: M4304 M3623

CALGARY STOCK EXCHANGE

All transactions strictly confidential

310 Leeson and Lineham Block

CALGARY

ALBERTA

The Art Shop

237a 7th Avenue, W.

CALGARY, ALBERTA

*Picture Framing a Specialty, Mezzotints, Etching
Watercolors*

PHONE M4080

J. W. Booth, Prop.

Headquarters for



*Trunks and
Bags*

Riley & McCormick Ltd.

223 8th Ave. W.

CALGARY, Alta.

Reid-Welch Furniture Co.

LIMITED

Everything in

NEW AND SLIGHTLY USED FURNITURE,
RUGS, ETC.

WE CONDUCT AUCTION SALES

142-144 7th Ave. E.

CALGARY

An Opportunity

Exists for you to earn additional income by representing
the DOMINION LIFE ASSURANCE CO. Training
and experienced help provided.

Write or call on

DOMINION LIFE ASSURANCE CO.

CALGARY or EDMONTON

ALBERT ROSS, Manager for Alberta

*"Over One Hundred Millions of
Insurance in Force"*

TEACHERS

SHOULD BE INTERESTED IN

Home Cooked Meals

combined with

Efficient Service, Moderate Prices
Artistic Surroundings, Carefully Selected Music

THE TEA KETTLE INN

Calgary's Choicest Tea Room

214a 7th Ave. W.

CALGARY, Alta.

OCULAR DISCOMFORT

Is almost always removed by our glasses and
system of corrective treatment.

If yours is one of those stubborn cases which have failed
to respond to glasses in the ordinary way
it will pay you to consult—

A. Ashdown Marshall

SIGHT SPECIALIST

'phone M5415

813 1st St., W., CALGARY, Alta.

"I saw your name in the A.T.A."

or dormitory, table behavior, the circulation of library books and some other matters.

"The athletics were controlled by a student committee of six assisted by two masters and the 'Head' who was ex-officio President. This committee selected school teams, organized and ran the junior leagues and was about as self-sustaining as a similar body in the University. It also ran a tuckshop from which large revenues were obtained. The Literary Society, Chess Club and other activities were similarly controlled. Their vitality and continuity were assured by the fact that there were at least six of the staff residing in the school and giving real but unobtrusive support.

"The Literary Society, held between 8:30 and 9:45 on Friday evenings, was a highly disciplined affair. Admission was obtained by submitting an original essay of some merit. A member must speak at least once in three consecutive meetings. On sharp practice nights he must draw his subject from the hat and speak when his name was drawn. Membership was highly valued on account of the lantern lectures, recitals, and an annual 'big time' which adorned the syllabus, besides the privilege of staying up late once a week.

"*Athletics*—The main sports of the year were Rugby, Lacrosse and Cricket beginning September, January and May respectively. Interest in these was brought to a high pitch by a full series of inter-school and inter-house matches. The former comprised about ten first-team and six second-team games with other schools, the school treasury bearing the travelling expenses. The inter-house games were titanic struggles for possession of the house cups, on which the individual names of winning teams were engraved. It was a real thrill to see your own 'John Henry' on the cup, indelible there till the end of time.

"There were in addition two trophies, one for the House Championship in the track sports, the other for the winners of the House Relay Steeplechase. Mention should also be made of three tennis courts, a fives court and a covered swimming pool.

"It may not be out of order here to recall the bright attempt of a certain Headmaster to exploit house rivalry for the improvement of deportment and conduct. He offered a Discipline Cup to the house winning highest points for tidy beds, folded pyjamas, cleaned-up plates, 'slick' hair, etc. The first time the cup was awarded, the winners wore a hang-dog air for some days. The second time, one of the infuriated 'saints' waited his time until term-end and then buried the cup irretrievably in a five-foot hole. Moral: A boy may not mind being good, but he hates to have it advertised.

"Many unattached impressions linger after fifteen years, of which three may well be mentioned here: (1) The system of Prefect control was absolutely untainted

with any stool-pigeon methods. Prefects and 'subs' were on the side of order, and developed a fine sense of responsibility; but they were never made informers; (2) Music came in everywhere that music has any business to be, so that the most obtuse gradually developed a good ear for the bass or tenor part, and the acme of enjoyment was an informal 'sing-song'; (3) No boy was in the heart of things till he had a nickname. My own was Beast, not from any depravity of my own, but simply the fallen mantle of my elder brother, a big-boned fellow who had a bovine momentum all his own on the Rugby field."

I have omitted from this extract reference to the scholastic side of the boarding-school life, because it did not differ materially from that of a city high school in Alberta, so far as method or matter are concerned. I should add, however, that the fees for a pupil of this school, inclusive of all the "trimmings", amounted to about \$275 per year. Since the Great War they are probably forty per cent higher.

HAYSEED.

MEMBERSHIP OF OVERSEAS EXCHANGE TEACHERS

London, England, Feb. 22, 1928.

Dear Mr. Barnett:

My Executive is now prepared to enrol Overseas Exchange Teachers as full members, entitled to all the benefits applicable to ordinary full membership of the Union, without payment of any subscription. It is desired that this privilege shall be fully known to our colleagues in the various Dominions, and it would be appreciated if you could find it possible to broadcast the information amongst your members. On arriving in England it would be advisable for your members who desire to take advantage of these benefits, to communicate with us direct, when we should be only too pleased to put those concerned in touch with the Secretary of the Local Association for the district in which our visitors are residing in order that they may be fully enrolled as members of the Local Association and heartily welcomed to all meetings and functions connected therewith.

I do not know whether similar privileges are extended to English colleagues visiting the Dominions. My Executive hope it may be so, and any information as to the facilities granted by your Association in this respect would be very much appreciated.

With all good wishes for the continued success of your Association, I am,

Faithfully yours,

F. W. GOLDSTONE,

General Secretary, National Union of Teachers.

PALACE of EATS

AN IDEAL PLACE TO EAT

BREAKFAST

LUNCHES

AFTERNOON TEAS

DINNERS

Chops. Steaks. Oysters

Fancy Ice Cream Sundaes

Malted Milks

French Cream Sodas

CALGARY, ALBERTA

Dentistry

DR. E. R. SAWYER

When in Calgary call and see me regarding Dental Work. My many years' practice here is your guarantee of satisfactory treatment. My prices are within reach of all.

Remember the Address:

115-116 ALEXANDER CORNER,
CORNER 8th AVENUE and 1st STREET WEST
With Entrance on First Street West

South of Hashim's Store

Phone M3242



Fashionable Fox Scarfs

The Indispensable Costume Accessory This Season

Fashion has once more enthroned the lovely Fox Scarf as the finishing touch to the really smart spring outfit.

Our collection of these lustrous pelts is one of the largest to be found in Canada, offering the widest range of choice of the newest double-furred animal effects in the various shades of

colored fox slated for fashion leadership this spring.

Owning and operating, as we do, one of the largest fox ranches in Eastern Canada, our collection of the aristocratic Silver Fox is unexcelled in beauty and variety and offers values that cannot be equalled. Our showing this spring includes:

LUCILLE, from	\$29.50	RED, from	\$49.50	CROSS, from	\$75.00
GEORGETTE, from	\$45.00	WHITE, from	\$67.50	BEIGE, from	\$77.50
POINTED, from	\$45.00	SMOKE, from	\$75.00	SILVER FOX, from	\$125 up
		PLATINUM, from	\$75.00		

Also a complete range of Fur Chokers in Mink, Stone Marten, Sables, Grey Squirrel and other favored furs, very reasonably priced. Write for particulars.

BUY YOUR FUR COAT NOW FOR NEXT SEASON ON OUR BUDGET BUYING PLAN

You will save from \$30 to \$100 over next season's prices, due to the greatly increased cost of raw furs. A deposit will hold any garment, which will be stored free of charge until required for wear, while you are paying for it on conveniently arranged terms. No interest charged. Write for particulars of our budget buying plan, stating kind of fur desired and some idea as to the price you wish to pay.

HOLT, RENFREW & CO., LTD.

Makers of Dependable Furs for Over 90 Years

WINNIPEG - - - - - MANITOBA

FUR STORAGE

Your furs are too valuable to run the risk of storing at home. We charge only 3 per cent or less of valuation for summer storage or furnish all-year-round protection at slight additional cost. Write for particulars.

FUR REPAIRS

Our 91 years of experience is at your service. Let us submit estimate of cost when your furs need repairing or remodelling. Never entrust your furs to incompetent or unreliable persons.

TEACHERS!

Plan Now for your Summer Vacation!

From Coast to Coast in Canada, under the hospitable guidance of the Canadian National Railways, offering both transportation and hotel service, you may enjoy every form of recreation—fishing, camping, riding, boating, bathing, golf, tennis, and all the rest are yours—one and all in a wonderful country that holds in store many a pleasant surprise.

PACIFIC COAST

Crossing the mountains at the easiest gradient of all cross-continent lines, your Canadian National Train passes close to the mightiest peaks—including Mount Robson, mightiest of them all.

Jasper National Park is on the way—stop at Jasper Park and see the wonders of the world's largest playground. Then on to Vancouver by a route that passes over deep gorges and beside roaring rivers; revealing fresh wonders with every mile. One long scenic thrill from Jasper to the Coast. A trip of trips—made the more enjoyable by the service which is characteristic of Canadian National.

At Vancouver you can board a Canadian National Steamer for Alaska and enjoy the holiday of a lifetime.

All Expense

TOURS

Personally Conducted

DURING JULY
OVERSEAS

also

PACIFIC COAST



EASTERN CANADA

In the East there are resorts and cities, which people travel clear across a continent to see.

Minaki, Highlands of Ontario, Georgian Bay, Eastern Shore of Lake Huron, Niagara District, Toronto, Thousand Islands, Rapids of the St. Lawrence River, Cosmopolitan Montreal, Historic Quebec and charming seaside places of the Maritime Provinces.

For full information consult nearest C.N.R. Agent, or write

J. MADILL, District Passenger Agent
Edmonton, Alta.

"I saw your name in the A.T.A."



OUR TEACHERS' HELPS DEPARTMENT



OUTLINE FOR THE GRADES FOR APRIL Arithmetic

- Grade I.** (a) Combinations and separations, adding 4 and 5.
(b) Review recognition of families, and in this connection take up oral addition and subtraction to the limit of the combinations learned.
(c) Special drill on the relative values of numbers to 100.
- Grade II.** (a) Count by 3's to 36.
(b) One-third orally with objects.
(d) One-fourth orally with objects.
(e) Count by 6's to 36.
- Grade III.** (a) Division within notation limits by 9, 7, and 10.
(b) Denominate numbers pt., qt., gal.
(c) Unit fractions, associated with division and denominate numbers, using the symbols.
(d) Review. Problems.
See March Outline.
- Grade IV.** Miscellaneous Statements.
- Grade V.** Percentage as in Sec. 6., and a continuation of Section 5.
- Grade VII.** Simple Interest.
- Grade VIII.** April, May and June—Review.
- Reading and Literature.**
- Grade I.** Review reader and read a supplementary reader.
- Grade II.** (a) Reading, Oral (1) Rainbow Bridge (2) Rainbow.
Silent (1) The Raindrop (2) An Outdoor Circus.
(b) Memorization (1) Rain (2) My Shadow.
Optional—The Dandelion.
(c) Literature (1) The Little Lyrian Maid (2) Hansel and Gretchel.
- Grade III.** (a) Literature—The Tin Soldier.
(b) Memory—April Rain.
(c) Stories—Mr. What and Mr. Why.
(d) Reader—Page 189-214.
(e) Supp. Reading—Play Awhile.
- Grade IV.** (a) Reading—Silent (1) Grace Darling (2) The Hammer of Thor.
Oral (1) The Legend of Athelney (2) Circus Day Parade.
(b) Literature (1) The Coming of Angus Og (2) Fairies of Calden Low.
(c) Literary Pictures—Deck of Casabianca's Ship.
(d) Memorization—Now Down the Rushing Stream.
(e) Supplementary—King of the Golden River.
- Grade V.** (a) Literature—The Song of the Brook.
(b) Oral Reading—The Round-up.
(c) Silent Reading (1) Heart of Bruce (2) Laura Secord.
(d) Supp. Reading—Bruce.
(e) Memory Work—The Riders of the Plains.
- Grade VI.** (a) Literature—The Heroes of the Long Sault.
(b) Memorization—The Song My Paddle Sings.
(c) Oral Reading (1) Canadians! Canadians! (2)

The Departure of the Fleet from Lemnos.
Silent Reading (1) Henry Hudson (2) The Barren Lands.

- Grade VII.** (a) Literature (1) A Man's a Man for a' That (2) The Well of St. Keyne (3) England—England—Richard II—King John.
(b) Memorization—The Well of St. Keyne.
(c) Silent Reading (1) Gulliver's Travels or Days of Queen Elizabeth (2) Tartary.
- Grade VIII.** (a) Literature—"The Deacon's Masterpiece."
(b) Memory—"A Face".

Writing.

- Grade I.** (a) Individual attention given to writing of the Children's Names and names of schools.
(b) Review letter forms.
- Grade II.** (a) Capitals: H, K, S, G.
(b) Small letters: v, x, m, n.
- Grade III.** (a) X, Y, Z, K.
(b) Review each month the letters already learned.
- Grade IV.** See course for January in December issue.
- Grade V.** See January outline in December issue.
- Grade VI.** April, May and June—Review.
- Grades VII. and VIII.**—April till June—Review.

Elementary Science.

- Grade I.** (a) Spring activities; house-cleaning, removing double windows and doors; digging gardens or ploughing fields; planting early seeds, lettuce, radish, sweet peas. Some of these should be planted by the child at home or in the classroom or garden.
(b) Baby animals: colts, calves, lambs, pigs; their characteristic play and their calls; the hatching of chickens at home.
(c) The sweet odors of spring in the woods and in the fields; the growing grass and how the animals enjoy it.
(d) Animals—The return of the birds, difference between the birds in spring and fall; their chief occupation; their joy; their hard work; their enemies; their nests as they can be found; the color of their eggs as they can be observed. Care should be taken not to harm the birds' homes or eggs or little ones.
(e) The early piping of frogs in the spring; the sounds of spring; the changing color of the fields and woods.
- Grade II.** (a) Early flowers; where found.
(b) Where grass is found first.
(c) Observation of birds' nests; stories about hatching the young ones.
(d) Precautions for protecting the birds and their nests.
(e) Frogs—Frogs' eggs, etc., as in the course of study. Aquarium.
(f) First flies and mosquitoes, breeding places, etc.

See our New COSTUME JEWELRY for Spring

SHOWING ALL THE NEW DESIGNS

EXPERT WATCH REPAIRING IF
YOUR WATCH NEEDS IT.

C. M. HANNA,
JEWELER

804 1st STREET WEST

CALGARY

OPEN A CHARGE ACCOUNT— GENEROUS TERMS

Exclusive Creations In:

READY-TO-WEAR MILLINERY, LINGERIE
HOSE, Etc.

CINDERELLA STYLE SHOPPE, LTD.

108 7th Avenue West, Calgary

Phone M2951

Hatters to Men

THAT'S ALL

BILL WILSON CO.

Mail Orders Prepaid

Palace Theatre Bldg., Calgary

Buying a New Car This Year?

We can assist you to finance the deferred balance at low cost, if your credit is good.

MIDDLETON & TAIT
LIMITED

INSURANCE, MORTGAGE LOANS
AUTO. FINANCE

'Phone M2588

54 Canada Life Bldg.

Calgary, Alta.

Your Telephone

and our number M2380 could be the solution of your next printing problem.

Why Not Act on the Suggestion?

Albertan Job Press Ltd.

(Established Nearly Half a Century)

310-8th Ave., East Calgary

Phone M2380

D'Allaird

Exclusive Ladies' Ready-to-Wear

'PHONE M3450

206 8th Ave. W.

CALGARY, Alta.

SPECIALISTS

IN BICYCLES

BICYCLE REPAIRING

Supplies for all Machines

MAIL ORDERS PROMPTLY DISPATCHED

Premier Cycle Works

132 7th Ave. E., CALGARY

Milady's Beauty Parlor

OPERATED BY EXPERTS ONLY

In Connection with

Old Country Barber Shop
Limited

H. J. WINANDS, Manager

'Phone M5357

Cor. 2nd St. & 7th Ave. W., Calgary

A. B. C. Electric Washers

Eureka Vacuum Cleaners

Wilkinson Electric Co.
LIMITED

Everything Electrical

209 8th Ave. W.

CALGARY



Glasses

TO FIT YOUR EYES
QUALITY THE BEST
EXAMINATION INCLUDED

Single vision lenses in standard frames from \$7.50.
Double vision glasses at proportionate prices.

Absolutely reliable; 31 years experience, 16 successful years in Calgary.

Broken lenses replaced, just send the pieces. Factory on the premises.

S. ALWYN BARTLETT, Sight Specialist

The Alberta Optical Co. Ltd.

123 8th Ave. West (Upstairs) Dept. 15, CALGARY

SPROTT'S FAMOUS PENS

are made from the best Steel in the World—by Expert Workmen—to suit the exacting requirements of

A. J. Sprott

Nos. 1 and 2 are recommended for school use. Your stationer has them

M 7926

Empire Cleaning & Dyeing Co. Ltd.

234-36 Twelfth Avenue West
Calgary, Alberta

SILK AND FANCY DRESSES
BEAUTIFULLY CLEANED OR DYED

Out of Town Orders Given Prompt Attention

"I saw your name in the A.T.A."

- Grade III.** (a) The warming days and nights.
(b) The first flowers, e.g. Pasque flowers, violets, dandelions.
(c) The increased number of birds.
(d) The first green grass; the piping of the frogs.
(e) The first butterflies, flies, mosquitoes.
(f) Nature stories.
(g) Study frogs.
(h) List of flowers.
(i) List of birds.
(j) Blackbirds—Red wing, Cowbird.
- Grade IV.** (a) Nature Study—
(1) Return of the Birds.
(2) Study one bird.
(3) Preparations for spring.
(4) Insect life.
(5) Moths.
(6) Butterflies.
(7) One plant for observation.
(b) Geography—Movement of sun.
(c) Hygiene—Social Hygiene.
- Grade V.** (a) Nature Study (1) The Frog (2) Experiments to show the effects of light upon plants
(3) The plant experiment (4) The potatoes sprouting in a dark place (5) Bending of plants to light.
(b) Geography—North America—Climate, plant life, distribution of man on the continent.
(c) Hygiene—Foods.
- Grade VI.** (a) Nature Study (1) Insects (Relation to gardens) (2) Good insects—Bee and water beetle (3) Nuisances—House-fly, cut-worm, cloth moth (4) Harmful beetle, potato bug (5) Fish—white fish and salmon.
(b) Geography—South America.
(c) Hygiene—See March Course.
- Grade VII.** (a) Agriculture—Farm Management.
(b) Geography—Africa as in Course.
(c) Hygiene—Review.
- Grade VIII.** (a) Agriculture—Farm Management.
(b) Geography—(1) Trade Routes (2) Tides (3) Sun and Standard Time.
(c) Hygiene—(1) Cleanliness (2) Exercise (3) Rest.
Language and Composition.
- Grade I.** April and May—
(a) Memorization of the following:
1. Boats Sail on the River.
2. Little Robin Redbreast.
3. Sleep, Baby, Sleep.
4. Three optional poems.
(b) Re-telling by pupils and dramatization of:
1. The Three Bears.
2. The Lion and the Mouse.
3. Option Story.
(c) After oral lessons the children should be able to write a sentence correctly with a little help from the teaching in spelling.
(d) Drill on the correct pronunciation of "th" instead of "d" as in "them".
(e) Story telling or reading by teacher:
1. The little donkey engine.
2. Jack and the Beanstalk.
3. The Old Woman and the Vinegar Bottle.
4. Nature Stories.
- Grade II.** (a) Teach children to answer a short letter written on the blackboard.
(b) Continue to emphasize capitals, periods, question marks, and capitals for names of people, places, etc.
- Grade III.** See February Course.
- Grade IV.** (a) Formal work on unbroken quotations
(b) Plenty of practice in written work. Suggested topics: Nest building; Garden preparations.
- Grade V.** Review.
- Grade VI.** See January outline.
- Grade VII.** (a) Stress—Interesting introduction, good climax, and definite satisfying conclusion.
(b) Prepositional phrases—Adjective and Adverb—uses.
- Grade VIII.** (a) Review composition.
(b) Grammar—April, May and June.
Exercise work and review.
- Note: It is thought that the following are intended to be taught:
(1) The principal parts of the verb.
(2) Parsing of words.
(3) The inclusion of the study of the participle.
(4) "Who" used interrogatively or as a conjunctive pronoun, refers to persons only; "which" used conjunctively to animals and things, but interrogatively to persons or things.
(5) The past participle form of the verb must not be used without the auxiliary verb, the past tense must not be used with one.
(6) The verb "to be" has the same case after it as before.
(7) "Them" may not be used as an adjective.
- Spelling.**
- Grade II.** 45 words beginning at "never"
2 word families.
Dictation.
- Grade III.** See September Course.
- Grade IV.** See Outline for January.
- Grade V.** See September Outline.
- Grade VI.** See September Outline.
- Grade VII.** See January Outline.
- Grade VIII.** Dictation, tests, and reviews.
- Citizenship.**
- Grade II.** (a) Easter.
(b) Dramatize 5, 6, and 7.
- Grade III.** 1. Easter.
2. Courage.
3. Sense of Responsibility.
4. St. Julien's Day.
5. The Law.
6. Stories.
- Grade IV.** (a) Discuss Public Parks, Recreation Grounds, Boulevards.
(b) Race toleration—Negroes, etc.
(c) Stories in truthfulness.
(d) Easter.
- Grade V.** (a) "Devoid of bravado and conducing to presence of mind"—Roland and Oliver.
Apply to sport activities again.
Taking victory without boasting and defeat without complaint.
(b) "Moral courage even better than physical"—David and Daniel.
(c) C.P.R. and R.N.W.M.P.
- Grade VI.** (a) Review the overland discovery of the Arctic and Pacific Oceans.
(b) Provincial Government.
- Grade VII.** See March Outline.
- Grade VIII.** See March and January Outlines.
- Art.**
- Grade I.** To make and decorate the walls of a doll's room. Stick printed or wax crayon borders, or cut paper designs.
- Grade II.** To model and draw animals, toys and birds, chickens, rabbits, etc.
- Grade III.** Wool booklet. To make a booklet on the industrial subject "Wool" or "Lumbering".
- Grade IV.** Picture study—"The Balloon." Exercise nine.
- Grade V.** To make an extension envelope using double heavy paper and to decorate same with border. Certain capital letters of alphabet, H. T. E., suggested as motifs.
- Grade VI.** Section 9.
- Grade VII.** (1) Spacing and proportion.
(2) Picture Study—"Planting Potatoes".
- Grade VIII.** (a) Tree poster—Dominant and subordinate elements, Carrying power, etc.
(b) Picture Study "Pilgrims going to Church".
- Nature Study—Grade III.**
The Cowbird.
- Every child should know this bird. You will see it alone or walking in small flocks about the pastures after the cattle; or boldly perched upon their backs to feed upon the insect parasites—a pleasant visitor for the cows.
- The male is a shining greenish-black bird, smaller than a robin, with coffee-brown head and neck. He does not take a mate, and has only a squeak or gurgling sound for his song.
- The female cowbird shirks every motherly duty. She never makes a nest of her own but watches slyly her chance to lay an egg in the nest of another bird. The yellow warbler resents this and will weave a new bottom in her nest covering over the cowbird's egg and her own too. Other birds do not seem to mind very much. The cowbird is hatched with the other babies but it soon leaves its foster parents and goes

When you think of School Supplies and all kinds of Equipment you look up
MOYER'S No. 43 CATALOG

No. 43 is our latest catalog and lists everything that TEACHERS or TRUSTEES require for use in school. There are many pages devoted to useful HELPS TO TEACHERS.



Model W

New Empire Adjustable Box Desk
Lifting Lid

A post-card will bring this Catalog to you by return mail. Write for it now.
 NEW EMPIRE SCHOOL DESKS and our FAMOUS MODEL "W" OAK CHAIR DESKS are made in our own factory in CANADA for CANADIAN CHILDREN.

These desks are rigid and durable in construction and have 43 years' experience behind them.

By placing orders with us you deal direct with the factory and can rely on our policy of real SERVICE and complete SATISFACTION to all.

All goods returned and money refunded if not satisfied.

"TERMS" TO ALL SCHOOL DISTRICTS. WE CARRY YOU AT 5% FOR ONE YEAR.

Write for sample of our STERLING LIFELONG BLACKBOARD.

"EVERYTHING FOR THE SCHOOL"

E. N. Moyer Company Limited

CANADA'S SCHOOL FURNISHERS SINCE 1884

10187 104th Street, Edmonton, Alberta

TORONTO

WINNIPEG

SASKATOON

DIGNITY -- GOOD TASTE -- VALUE

IN THESE

Spring Frocks

\$9.95 and \$12.50

\$15.00

An outstanding collection of new Jersey Frocks, smart new shades for Spring. One and two-piece effects. A clean Frock for business or sports wear. All sizes.

Extra special values from the Thrift Dress Department. Printed Crepes, Flat Crepes. Frocks that one would expect to pay considerably more for. Useful for afternoon or business wear. Attractive new Spring colorings.

Stockings that Wear \$1.00. Not Seconds.

Pure thread silk stockings, silk over the knee. All new Spring shades. Will give excellent wear. Of smart appearance.

"The Women's Specialty Shop"

Thompson and Dynes

EDMONTON, ALBERTA

ORDER BY
MAIL

"I saw your name in the A.T.A."

off to pick up its living among its own kin.

In the late summer and fall the cowbirds collect in flocks of fifteen or twenty, and fill the air with their harsh gurgling whistles. They spend the winter in Mexico.

The Red-winged Blackbird.

The red-winged blackbird is about eight or ten inches in length or about the size of a robin. The male is easily distinguished because of its glossy black coat, with red and orange epaulettes on his shoulders.

This bird is usually associated with swamps where grow the cat-tails, upon which the open, large, well-constructed nest of grass is fastened. "Ke, kong-ker-ee", the male flutes from the willows and alders about the reedy meadows where he and his bachelor friends flock together to make merry. A little latter, flocks of dingy, brown-streaked birds, pause to rest in the marshes. Each male chooses a mate and by May all have settled down to home life.

While the black red-shouldered male is perched on a near-by tree watching for intruders, the brown-streaked female is incubating the four or five bluish, black-streaked eggs. Ever in foolish fear for the safety of his nest, he advertises its whereabouts in musical headlines, from the top of the nearest tree. Any trespasser might easily torture him by going straight to it.

In the autumn the red-wings gather in flocks and spend the nights together in large roosts. In the winter the males and females form separate flocks, the males migrating northward in the spring in advance of the females.

The value of this bird as a destroyer of insects far outweighs the little damage it does to the farmers' grain.

When you are looking for the first pussy willows in the frozen marshes, or listening to the peeping of young frogs some day in early spring, you will, no doubt, become acquainted with this handsome blackbird.

Arithmetic.—Grade V.

Pupils make most of their errors in reduction for two reasons:

1. They do not know the numbers relating the units, or they confuse the numbers relating the units in long measure with those relating the units in square measure: e.g. dividing by 3 to reduce sq. ft. to sq. yds.

2. They do not know when to multiply and when to divide. They do not stop to think that reduction to a smaller unit means a greater number of units, and that reduction to a larger unit means a smaller number of units.

To correct these errors give much oral drill on reducing from one unit to another, or dictate sets of questions like the following and have the children write the answers:

1. How do you reduce miles to yards?
2. How do you reduce inches to yards?
3. How do you reduce acres to sq. rods?
4. How do you reduce sq. ins. to sq. ft.?
5. How do you reduce ounces to pounds?
6. How do you reduce days to hours?
7. How do you reduce acres to sections?
8. How do you reduce miles to yards?
9. How do you reduce gross to doz.?
10. How do you reduce bus. of wheat to pounds?
11. How do you reduce pounds to tons?
12. How do you reduce quarter-sections to acres?

Grade V.—Problems.

1. A teacher bought enough ribbon to make 40 ribbon badges each 6 inches long. Find the cost of the ribbon at 6 cents a yard.

2. The floor of a room that is 12 ft. by 14 ft. is partly covered by a rug 4 yards long and 3 yards, 1 ft. wide.

(a) Find the area of that part of the floor not covered by the rug.

(b) Find the cost of graining the uncovered part at 30 cents a square yard.

3. A chicken-run is 15 yards, 2 ft. long and 10 yards 1 ft. wide.

(a) What is the area of the chicken-run?

(b) If the run is 6 ft. high, what is the area of the wire enclosing it?

(c) If 6 ft. wire costs \$1.25 a yard, what will it cost for wire to enclose the run?

4. Find the total cost of:

30 oranges at 60 cents a doz.

100 lbs. of potatoes at 90 cents a bu.

1 gross of clothes pins at 10 cents a doz.

4 cans of tomatoes at 2 for 25 cents.

The Frog.

The frog, like the squirrel and the bat, is a winter sleeper. Like all other winter sleepers, it likes a safe, comfortable sleeping-place. Now, where do you think it makes its winter bed? It scoops out a hole in the mud at the bottom of the pond, and sleeps there.

As soon as winter is over, the frogs scramble out of their mud beds. They make a great deal of noise because they are just awake from their long winter sleep. The mother frog lays her eggs at the bottom of the pond, and then comes up to enjoy herself and to look for food. She pays no more attention to the eggs.

The eggs are tiny dark things, each not larger than a grain of sand. Each has a coat of jelly, and this jelly swells and swells in the water till it is as large as a pea with a black dot in the middle. Masses of jelly lumps cl'ing together rise to the top of the water and cling to grass at the edge of the pond. There the sun warms them and, in each, the dark speck begins to lengthen. A head grows at one end and a tail at the other. Finally it becomes a tiny dark brown tadpole with a mouth on its tiny head, and a tail. Somewhere between the head and the tail are a stomach and places for legs. It hangs by its mouth to the weeds. Then two curious tufts grow, one on each side of its head. It uses these to breathe by taking air out of the water.

By this time the tadpole has let go of the weed and is swimming about. A sharp beak has grown on to its mouth. He uses it to tear off pieces of weed to eat. Now he grows eyes, nose, and flat ears. His tufts shrivel up and a cover grows over them so that you cannot see them. They are now like gills of a fish. He gulps water in at his mouth and sends it out through the cover. As it passes, the gills take the air out of it, and so it breathes.

Soon two small lumps appear on each side of the body, behind the cover, just where it joins the tail. They grow larger and larger, till at last two hind legs come out. These two grow very long and strong, and he uses them to swim. Two front legs are growing as well, but you cannot see them because they are under the cover. In a few days these peep out but they are short and stumpy.

Our tadpole now has four legs and a tail. He has four toes on the front feet, and five toes on the hind feet. The hind legs are webbed and this helps him to swim.

The tadpole comes to the top of the water more often than before and sends a bubble out of his mouth. What do you think has happened? The gills under his cover have closed up, and a small air-bag has grown inside him. So he comes up to breathe the air in through his mouth. The head and body grow and the tail is absorbed. He has a number of teeth in the top of his mouth, and a tongue tied down to the front of his mouth. The tip which is very sticky lies back down his throat. He does not eat weeds now but feeds on insects. He catches them by throwing out his tongue and drawing it back very quickly. He lives chiefly on land during the summer, then drops to the bottom of the pond to sleep in the mud all winter.

But does the frog not find it cold at the bottom of the pond in winter? No, it does not, because it is a cold-blooded animal and its body always has the same cold, clammy feel. Thus like snakes and fish, and unlike the warm-blooded sheep or rabbit, it is enabled to live in the cold water.

If we examine a full grown frog we find the head is large and broad, and somewhat triangular in shape. It is set square on the shoulders without any neck. It has enormous goggle eyes with yellow spectacles. Its long hind and short front legs enable it to move about on land by leaping and jumping. In the water its webbed feet enable it to swim. It has two ways of breathing. When under water it breathes through its skin. The skin is very porous and will absorb water like a sponge, and so long as it is kept moist it will absorb air too. On land, the frog closes its mouth and gulps air through its nose. Thus it can live on land or in water without discomfort.

No lung-breathing animal could remain at the bottom of the pond asleep during the long winter months, for all animals must breathe in some way, sleeping or waking. The frog, however, closes mouth and nostrils and goes off to sleep in its wet bed of mud, leaving its skin to do the breathing. It seems an uncomfortable bed to us but the wet mud is necessary to keep the skin moist in order that it is able to keep up its work of breathing.

Junior Grades.

Easter.

Easter, the first Sunday after the first full moon after the twenty-first of March, is an extremely old Spring Festival. It was also the ancient Jewish Passover Feast, and has been preserved by the church and set aside to commemorate the Christian belief in the Resurrection. It marks a new chapter in the book of nature. New vegetation is clothing the earth with green grass and opening flowers, with budding trees and the songs of home-coming birds. It is the beginning of a new year of joy and sunshine after the dreary winter. Thus flowers, pussy willows, birds, and chickens are used to decor-

The Dominion Primer

AN EXCELLENT SIMPLE SUPPLEMENTARY PRIMARY READER TO PARALLEL THE AUTHORIZED TEXTS

Primary reading must be the centre of enthusiasm, discovery, interest, and mental activity for every child. **The Dominion Primer** provides sense-training, story-telling, dramatization, games, and all forms of thought-expression essential to the general development of children.

Eighty pages, beautifully illustrated in color. Full cloth bound, stiff board cover, printed on thin, tough paper, small and light and easily handled by little children.

Price 35 cents postpaid

The New Canadian Music Course

BOOK V

By E. M. Coney and F. T. C. Wickett, A.R.C.O.

A most unusual and generally satisfactory collection of songs.

Contains 63 Unison Songs, Part Songs, and Choruses, suitable for use in the classroom, for special choir and demonstration purposes, and for community singing.

Authorized for use in the schools of British Columbia.

Price 35 cents postpaid

W. J. GAGE & CO., LTD.

TORONTO



your Shopping Guide for Spring

A SHORT CUT TO LIBERAL SAVINGS

Let the new **EATON** Catalogue guide you along the road to economy; let it show what extra value can be had from each dollar that is intelligently spent. Our prices are based on the advantages of cash purchasing in huge quantities and selling for cash, and such prices you will find are favorable to you, and are a reliable guide as to what you should expect to pay.

In everything shown you can rest assured of reliability, as well as reasonable price. You can shop with security from **EATON'S** Catalogue.

If you have not a copy of our new Catalogue, we will gladly send you one without charge.

THE T. EATON CO. LIMITED
WINNIPEG CANADA

FREE on Request

"I saw your name in the A.T.A."

ate Easter cards. Thus, too, we have the use of eggs—significant of new life—and the wearing of something new on Easter Sunday.

Language.—Vocabulary Exercise.

1. By using a prefix, write the opposites of the following words:

continue	mortal
capable	sanitary
necessary	qualify
personal	sense
important	natural
satisfied	possible

2. Write four words, each with a different suffix meaning "small".

3. What is the meaning of the suffix or prefix in each of the following:

adhere, reassure, handicraft, superintendent, extractor, malefactor, international, perennial, antidote.

4. Write words opposite in meaning to:

superior	import
majority	frigid
occupy	oceanic
ascend	primitive
idle	ancient

5. Use the following words correctly in sentences:

Survey, survey; object, object; present, present;

subject, subject; desert, desert.

6. Discuss the difference in meaning of the following words, and then use each in a sentence so as to bring out as nearly as possible its correct meaning:

- (1) high, lofty, tall.
- (2) game, pastime, sport.
- (3) gaudy, show.
- (4) employ, occupy.
- (5) kill, murder, assassinate.
- (6) wicked, corrupt, vicious.
- (7) trade, profession.
- (8) bring, fetch.
- (9) amateur, professional.
- (10) colonize, explore.

7. Supply a suitable adjective to fill in the blanks in the following:

1. A _____ recollection.
2. The _____ moment.
3. A _____ refusal.
4. A _____ resemblance.
5. A _____ acquaintance.
6. The _____ medium.
7. _____ negligence.
8. A _____ injustice.
9. An _____ encounter.
10. A _____ conclusion.

Language.—Junior Grades. Spring Signs.

Everywhere the winds blows
There goes spring—
Red kites and green kites
Are tugging at the string.

Walks have hardly dried
Until marbles roll about
Long before the colored flowers
In the fields are out.

Maybe there is frost yet
And a touch of snow,
But there are little spring-signs
Where the children go.
—Mildred Bowers.

May Day.

May gave a garden party,
Inviting all the flowers,
Each little plant came, fresh and neat,
Washed clean by April's showers.

Each flower wore a party frock
Of yellow, pink, or blue.
The song birds made the music,
The bumblebees came too!

The cherry tree wore ruffles,
The lilac, plumes of white—
Isn't a May Day party
A very lovely sight?

—Eleanor Hammond.

Problems for Grade IV.

1. A telephone costs \$36 for a year. How much does it cost for a month?

2. A city spends \$30 on each child attending public school. What will it cost Medicine Hat each year to educate 2100 pupils in the public schools?

3. How much more is earned by a man earning \$275 a month than by a man earning \$160 a month?

4. How much will it cost to go to Winnipeg if your ticket is \$18.50, your sleeping car \$5.25, and your meals \$4?

5. It takes six hours to go by train to Calgary. How far is it if the train travels 31 mi. per hour?

6. A train travels 28 miles an hour. How long will it take to go 1480 miles?

7. At 33 cents an hour, how much does a man earn in 54 hours?

8. What would your gas bill for November be if you burned 55 thousand cubic feet at 25 cents a thousand?

9. The shortest route across the Pacific Ocean is 4,218 miles and the shortest route across the Atlantic 3,071 miles. What is the difference in the length of two routes?

10. A public library spends \$390 on books for children. How many can be bought at 75 cents each?

11. A play ground is 240 ft. long. Find its length in yards.

12. How many hours does a train run in 4 days?

13. A train is due at the station at 11.30. It is $\frac{1}{4}$ of an hour late. What time does it arrive?

14. A boy has saved \$22.75. How much more must he save to buy a \$55 bicycle?

15. How long will it take a school-boy earning 25c a day to pay for a \$15 suit of clothes?

16. Tom buys a story book for \$1.20, a sled for \$1.25, and a pair of skating shoes for \$2.20. How much money does he spend?

17. How much money will Helen have left if she takes \$1.75 from \$5.25 to buy a set of dishes?

18. How much change should Robert receive out of a \$5 bill if he buys skates worth \$2.25?

19. Helen has been promised a doll carriage worth \$2.50 if she earns half the money. How much must she earn?

20. Tom goes to sleep at 8 o'clock in the evening and wakes at 6 o'clock in the morning. How many hours was he asleep? How many hours was he awake?

Junior Grades. Spring.

The Alder by the river
Shakes out her powdery curls;
The willow buds in silver
For little boys and girls.

The little birds fly over
And, Oh, how sweet they sing!
To tell the happy children
That once again 'tis spring.

The gay green grass comes creeping
So soft beneath their feet;
The frogs begin to ripple
A music clear and sweet.

The buttercups are coming
And scarlet columbine,
And in the sunny meadows
The dandelions shine.

And just as many daisies
As their soft hands can hold
The little ones may gather
All fair in white and gold.

Here blows the warm red clover
There peeps the violet blue;
O happy little children
God made them all for you.

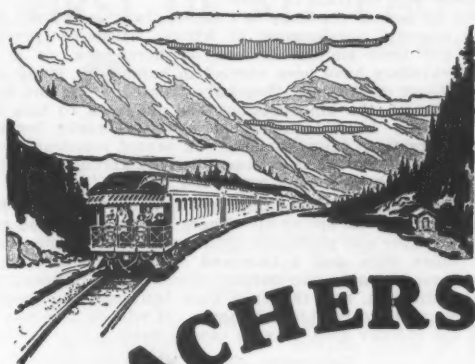
—Celia Thaxter.

Geography.—Grade VII.

The Road of a Thousand Wonders—The Cape to Cairo Railway
What great man's dream will be realized when the Cape to Cairo Railway is completed?

What is the length of this railway?

Does it traverse British territory throughout its whole length?



TEACHERS

To travel is interesting,
inspiring and educational.
New sights. New thoughts.

Start Now

With your plans. Ask the Canadian
Pacific for information and literature.

Pacific Coast

Vancouver, Victoria, Seattle, Portland,
Tacoma, and California points.

Canadian Rockies

Where you can enjoy every form of
outdoor recreation with a scenic
setting of extreme beauty. Many
delightful places to go and see. Banff,
Lake Louise, Emerald Lake, and the
nine charming Bungalow Camps.

Eastern Canada

Resorts in Ontario, Niagara Falls,
Quaint Old Quebec, Historic St. Law-
rence, Atlantic Coast Resorts.

Overseas Tours

A trip of unusual interest, rich in
historic and educational value.



G. D. BROPHY, Dist. Pass. Agent, Calgary, Alta.

Please send me information and literature regarding a
trip to.....

Name.....

No..... Street..... City.....

Two of the finest
and largest Cafes
in Connection.
All car lines pass
both hotels.



Your wife and
children are al-
ways welcome
and looked after
if unaccompan-
ied.



SOME REASONS WHY HOTEL SELKIRK and YALE HOTEL

Are Desirable Places to Stay in Edmonton

Both Hotels are situated in the Business District
Rates are Reasonable

ROBT. McDONALD

Proprietor

Medals, Shields, Prize Cups and Other Trophies

MADE TO ORDER

*Designs submitted for Special
Events*

Diamond Rings, Watches

We specialize in Fine Engraving

Jackson Bros.

LEADING JEWELLERS

9962 Jasper Ave.

Edmonton

Jackson Building

'Phone 1747

Please mention this magazine when writing advertisers

Name several difficulties that were met with in the construction of the railroad.

Do you think it is a worth-while project? Give reasons for your answer. Compare it with the C.P.R. as to length, difficulties in construction, kinds of people served, products of the country served, number of large cities along its route, and the products carried.

We have seen in our generation the marvellous opening of the gates of what our fathers called the dark continent; and still it goes on. One of the greatest romances of all time is being written in iron and steel from end to end of Africa, where men are building up bit by bit the line of communication which we call the Cape to Cairo Railroad. The hardest part of the trail is still to be blazed, but the time cannot be far off when the great dream of Cecil Rhodes will be a fact.

The very name of the railway is thrilling for it means piercing the heart of this vast and mysterious continent. It will stretch over 5600 miles, more than one-fifth of the entire circumference of the Earth. It will link together by the bond of civilization varying conditions such as can be found nowhere else in the world. The work itself will represent the highest engineering skill reaching places where civilization has hardly yet begun to dawn.

At the Egyptian end the railway will pass through the Land of the Pharaohs. It will pass (indeed it already passes for the Egyptian part is complete) through the scenes in which the earliest civilization developed; where men built great cities and wrought sculptures which are still among the chief wonders of the world; where the first school of learning grew into being while men in England were living in caves, fighting with beasts, eating nuts and berries and the wild herbs of the field. It will pass through the scenes of the life of Moses; it will carry grain and riches and means of life across the land which Joseph saved from famine; and it will touch, at Alexandria, the place in which, as far as we know, steam was first used to be the obedient servant of man.

Starting in the north, where Egypt with its buried treasure lies, the line goes south across historic battle-fields, where teeming armies fought for thirty years. The shining steel runs on and on to the great lakes of Equatorial Africa; it passes through dim forests where pygmies dwell; it rushes through the haunts of lions which sometimes try to tear the drivers from the engines, through the homes of the rhinoceros and hippopotamus, and it touches one lake, three-quarters the size of Ireland, and another 2670 feet up in the air. It crosses the mighty Zambesi near the matchless Victoria Falls, where the sun makes rainbows all day long in the spray. It rushes from savagery and the silent splendors of Nature to the land of gold and diamonds, and finally it comes to the end of its remarkable journey at the foot of the continent at Cape Town.

That is the Cape to Cairo Railway as it will be when the links now missing are forged. At the present time steamers on the immense streams of the Nile and the Congo help to bridge the gap.

For a great part of the way the railroad followed the track of men who went on just ahead surveying and mapping as they travelled. Material was made in England, Scotland, and Wales; bridges built in England and put up, then taken to pieces again and packed in boxes and sent to African ports to be carried up country by bullock wagon, by railway, and by caravans of porters. Every tool had to cross the sea, and every engine was carried out in pieces and put together on the spot. Mysterious illnesses seized the engineers, sleeping sickness and deadly fevers attacked the men. Lions killed and carried off scores of workers; the terrible "white ants" ate the telegraph poles and railway sleepers; elephants knocked over engines, and natives were hostile.

It makes us proud to reflect that, in spite of all these difficulties, the work has gone steadily on. Starting from the Cape, the line runs northward to Bukama, 2500 miles from Cape Town, and, starting southward from Cairo, runs for hundreds of miles south of Khartoum. It needs but the addition of a few hundred miles to enable us to say that we can travel by steam from one end of Africa to the other.

Let us see what the route actually is. We start at Cape Town and run up through Cape Colony to Kimberley, on to Mafeking and then to Bulawayo. Then we turn north-west and cross the Zambesi at Victoria Falls, after which we bear to the north-east and run right up through Northern Rhodesia until we come to what we call its middle boundary. Here, for the first time, our line leaves British territory. It strikes north-east into the Congo Free State to Bukama, its northern terminus at the present time. Then travellers go down the Congo and make their way as best they can to Sudan. Steamers on the Nile then take them to the railroad that will carry them to Khartoum, now a marvel of civilization, once

the great slave mart of the Sudan. From Khartoum we ride the whole way by train to Cairo.

We all look to the Cape to Cairo Railway as a great help in the peaceful development of Africa. Hitherto travel in Africa has been mainly on foot, on horse-back, or in ox-cart. Travellers have been carried in hammocks, slung over the shoulders of Negroes; they have crossed rivers and lakes in boats which the hippopotamus has delighted to toss into the air; they have tramped on foot for weeks together through forests so dense that the sun cannot penetrate them, and they have travelled or been carried through towering grass, or among lacerating scrub and thorn.

But the old order is changing giving place to new. Where trains are trade will spring up. There are diamonds and gold, coal, tin, copper and platinum, fruits, rubber, oils, nuts, fibres, ivory, hides, furs, and a thousand other things waiting to come from Africa to the outside world. The railways will bring civilization, and the once dark continent will become the centre of a world-wide commerce. It will be free too, for where the railway goes, slavery cannot exist.

Geography—Grade VIII. Aden.

The busy port of Aden, into which a thousand ships come every year, and where there are more than forty thousand inhabitants, has depended for every drop of drinking-water upon fresh water distilled from the sea. Every eastern traveller knows the famous water-tanks.

Now comes the wonderful news of the discovery of a well, and 100,000 gallons a day are being pumped from a bore-hole sunk 1600 feet below the surface of the earth. Aden has now enough fresh water for her own needs and for the many vessels which take in supplies from the port.—*The Children's Newspaper*.

Singapore.

Singapore, built on a tiny green island of the same name, lies just off the end of Malay Peninsula, and nearly on the Equator. It is the capital of the Straits Settlements and, although it is only about a century old, it is tenth among the ports of the world.

About one hundred years ago Britain bought the Island of Singapore from the Sultan of Johore on the mainland, an independent state now under British protection, for the East India Company. It was then a jungle-covered island peopled by a few savage Malay fisher-folk, hovering along its shallows. Now, upon the island, stands the wonder city of Singapore; and where once led only elephant paths, wide level roads have now been built, and the hoarse squawk of the motor horn has drowned the fierce growls of the lurking tiger.

More than fifty steamship lines and its cable net and radio stations tie Singapore up with adjacent regions. All trade is free except for the tax on tobacco, liquor, and opium.

Arithmetic—Grade VIII.

Problems to test the knowledge of principles.

- (1) The entire surface area of a cube is 1350 sq. in. Find the volume of the cube.
- (2) The perimeter of a square is 1320 rd. Find its area in acres.
- (3) Find the perimeter of a square whose area is 4489 sq. ft.
- (4) Find the diagonal of a square whose area is 324 sq. in.
- (5) A rectangle whose length is twice its width has an area of 450 sq. in. What are its dimensions?
- (6) Find the surface area of a box $3\frac{3}{4}$ in. long, $2\frac{1}{2}$ in. wide, and 4 in. deep.
- (7) The total surface area of a rectangular solid is $61\frac{1}{4}$ sq. in. It is 4 in. long and $3\frac{1}{2}$ in. wide. Find its depth.
- (8) The perimeter of an equilateral triangle is 63 in. and its altitude is 14 in. Find its area.
- (9) The perimeter of an isosceles triangle is 40 in. If the length of one of the equal sides is 12 in. and the height is 8 in., find the area of the triangle.
- (10) The area of a triangle is 65 sq. in. The base is 13 in. Find the altitude.
- (11) The area of a circle is $2\frac{1}{2}$ A. Find its radius.
- (12) Find the area of a circle whose circumference is 154 in.
- (13) The volume of a cylinder is 275 cu. in. If its height is $3\frac{1}{2}$ in., find its diameter.
- (14) The surface area of a cylinder is 187 sq. in. Its radius is $3\frac{1}{2}$ in. Find its height.
- (15) How many cubic inches are there in a board foot of lumber?
- (16) Find the cost of 40 2 in. planks each 20 ft. long and 6 in. wide, at \$40 per M.
- (17) Find the interest on a note for \$230, drawn for 90 days, and bearing interest at 8%.

FIRST OF ALL CHOOSE A TRIG TAILORED SUIT

It Will Again Be the Standby of the Spring Wardrobe—All Paris Sponsors Its Revival

New Fine Wool English Tweed Suits at \$25.00

For sports wear, travelling and business wear, there's nothing quite so smart and practical as the suit of English tweed.

These splendid new \$25.00 values come in single- and double-breasted and Tuxedo models of novelty English tweeds in checks and mixtures, also of plain grey-beige kasha tweeds.

Some are plain; others have silk military braid-bound collars and patch flaps. They come with plain backs and Norfolk belted backs. Satin lined. Have wrap-around skirts. Sizes 16 to 44. **\$25.00**

Priced at

Navy Blue and Hair-line Stripe Tricotine Suits at \$37.50

Every smart spring wardrobe will contain one of these chic and dressy new tailors. They are beautifully tailored of fine all-wool navy tricotine and navy and black hair-line stripe poret twills, in single- and double-breasted models.

Some plain, others have silk military braid-bound edges, satin lined. Have two pockets and breast pocket. Finished with a gay little floral boutonniere on the lapel. Sizes 14 to 42. **\$37.50**

Priced at

—ANOTHER SPLENDID GROUPING—Navy tricotine Tailored Suits, **\$25.00**

Priced at

See These New Novelty English Tweed Coats at \$15.00

With the smart fashion world thinking, talking and wearing tweeds, Edmonton women shouldn't fail to come and see these splendid new styles of Novelty English Tweed Coats at \$15.00.

We have them in a most fascinating collection of styles, qualities and patterns. Priced all the way from \$10.00 to \$49.50. But none more outstanding in style and value than this special grouping at \$15.00.

The selection offers choice of plain kasha-tweeds, Irish Donegals and novelty English tweeds in the most pleasing designs and colorings. Four-button double-breasted styles and the smart one-button side-front fastening models with cleverly designed collars, cuffs and pockets or self or trimmed with contrasting fabrics or colors. Beautifully lined and finished. Sizes 14 to 44. **\$15.00**

Very special values at

THE NEW HURLINGHAM COATS

For Spring and Summer Sports Wear are the Acme of Smartness

Hurlingham Coats are designed to appeal to women who in the past have had their clothes tailored to measure. They are the product of a Toronto tailoring house, which has for years catered to a discriminating Toronto and dominion-wide patronage. They come in plain tailored, double-breasted styles of fine imported English and Scotch coating fabrics with soft velvety

finish, in plain shades of fawn, camel, sand, heather mixtures in distinct plaids and black and white, brown and white, and blue and white checks. Have set-in and patch pockets. Plain or vent backs. Satin lined to the waist. **\$49.50**

Sizes 14 to 44. Priced at

Deferred Payments Arranged at General Office

JOHNSTONE-WALKER LTD.

EDMONTON

Under the auspices of the Canadian Pacific Steamships and Arts Crafts Guild Travel Bureau

PROFESSOR W. T. ALLISON

will personally conduct a

TOUR THROUGH EUROPE

46 DAYS
\$551.50

England, Belgium, Holland, Germany, France, Switzerland and Italy.
32 Days, \$397.50 omitting Southern France and Italy.

Leave Quebec July 4th, return to Quebec August 18th. Includes steamship accommodation, rail and boat in Europe; motor trips, admission to museums and galleries and historic buildings; guides, interpreters, first-class hotel accommodation and meals; baggage transfer to and from hotels.

For full particulars apply to

PROFESSOR W. T. ALLISON,

600 Gertrude Ave.

Winnipeg, Man.

Five Stories of Solid Comfort

40 Baths

Radio Receiving and Broadcasting Station C.F.C.K.

Telephone 6101

ROYAL GEORGE HOTEL

101st Street, Edmonton, Alta.

Our own Dining Room is noted for its good food and courteous service
Free Busses to and from Hotel to all Depots

— RATES —

<i>For One Person</i>	<i>For Two Persons</i>
Detached Bath.....\$1.50 to \$2.00	Detached Bath.....\$2.50 to \$3.00
Private Bath.....2.50 to 3.00	Private Bath.....3.00 to 4.00

R. E. NOBLE, Manager, Royal George and Leland Hotels

"I saw your name in the A.T.A."

- (18) A farmer sold two horses at \$198 each. On one horse he gained 10% and on the other he lost 10%. Find his rate of loss or gain on the transaction.
- (19) Find a single discount equivalent to 20%, 10%, and 10%, successive discounts.
- (20) Cost \$2000 — Rate of loss 12½% — Find S.P.
- (21) Amount of commission \$150 — Rate of commission % — Find the selling price of goods.
- (22) The tax to be raised in a village is \$37,500. The valuation of the taxable property is \$2,500,000.
- What is the rate?
 - What will be A's tax on a property valued at \$15,000?
 - What is the valuation of property on which the tax is \$37.50?

Literature.—Grade VIII.

The Pipes at Lucknow.

Having made the above choice as a selection for a lesson, I am immediately confronted with what my aim should be in presenting it.

It is generally conceded that poetry in its very essence consists of qualities that cannot be reached by intellectual analysis, but must come through an appeal to the emotions. This cannot be reached by teaching, but by creating an atmosphere in which the pupils live the scenes depicted.

Although this should be the main object in this lesson, more analytical work is necessary if a pupil's mind is to be trained so that all the beauties of the selection may be revealed to him. It must also be done with a view to written work, for although many may scoff at the stress laid upon written examinations, the fact remains that they are a very powerful factor at present in the hands of the fates to determine the destiny of our young people.

In an educational magazine I recently read the aims of an examination paper in literature. They are as follows:

- To test the pupils' familiarity with the passages studied, both as to the poet's thought and language.
- His memorization of the finest passages.
- His ability to explain the meaning of important words and phrases.
- His appreciation of the passage.

In preparing pupils for written examinations, it must be remembered that in recent years, more attention is paid to the thought of the poem, than to the meaning of words. With all these aims in view I have divided the teaching of this particular lesson into five parts, taken up at different periods, and followed by oral reading:

Lesson I.—The life of the author briefly discussed. The setting given and the poem read aloud by teacher, followed by a few questions, the purpose of these being to bring out the leading thought of the poem.

Lessons II. and III.—General questioning.

Lesson IV.—Dictionary work.

Lesson V.—Written work.

This selection can be taught more effectively if taught after the "Seven Years' War in Asia". It is a patriotic story set to metre, which is so admirably adapted to leave its indelible marks on the impressionable hearts and minds of the pupils. This form of poem is most forceful when read aloud, and I would suggest that a teacher practise reading it beforehand, in order to gain the greatest possible results.

In our first lesson, I like to create an atmosphere of leisure. I like to feel that we are going to have a half hour to enjoy ourselves, with no thought as to our particular problem, Tommy, who maintains that one-third plus one-third equals two-sixths. I banish the particularly harrassing thought which has been depressing me for days, that I may be held personally responsible for forty-two cases of spinal curvature, which will likely result from a bad position in writing. Then again there is that tormenting thought as to the frightful effects on the human mind if by any chance the history of wheat should be taught before the economic importance of the sunflower. All these tormenting thoughts we dismiss from our minds along with that demon "Hurry", the arch enemy of literature, and allow time and plenty of it, in order that the mellowing influences of literature may feed the minds and souls of the children. For though mathematicians may attempt to compute the size of the soul, they can never hope to nurture it.

In our first lesson, after announcing that the piece for the day will be, "The Pipes of Lucknow", the name of the author is asked and if anyone has seen his picture. Then such questions follow as: "Is Whittier living or dead? What country did he belong to? What other books has he written, and which, if any, have the pupils read." The answers of these questions are got mostly from the brief geography at

the end of the lesson. A few minutes are given to read this through, the aim being for the pupils to pick out the sentences which they find most interesting. In an experiment tried in my own class easily two-thirds chose this sentence: "He was eager to learn, and for two terms, he paid for his own schooling by making slippers at eight cents a pair."

About ten chose the following: "His family were poor, hard-working Quakers, but young Whittier found happiness in the beauties of nature and in rough life around him and often wrote little poems about them."

This is a selection, in which the setting is absolutely necessary to properly understand the poem. The teacher will tell the pupils that this piece commemorates an incident of the Indian Mutiny, which took place about seventy years ago in India. The cities most affected were Delhi, Cawnpore, and Lucknow. At Cawnpore, the British, as they were leaving the city, having been promised safe conduct to a neighboring city, were set upon by treacherous rebels and cruelly massacred. What happened to the British at Lucknow, we will learn about in our lesson to-day. Let us take out our geographies, and find these cities, marking them on our maps and noting their latitude.

This may be considered an unnecessary diversion by some, and it certainly is not necessary to a proper appreciation of the story, but surely a child should early be taught that educated people must have a definite knowledge of the great places of history, rather than be satisfied with that haphazard knowledge with which the uneducated is contented. Is it not immeasurably better for the pupil to have it impressed upon him at the beginning that Lucknow is a city of Northern India; and that it is not one of the Fief group, nor a state in the South African confederation? Neither will his literary attainments be crowned with less glory if he is able to spell the word Lucknow as well as the name of the author.

The teacher may tell the story of the setting, or if there is time by suitable questions, the main facts can be got from the pupils and underlined in the notes for future reference. My present class seem very much interested in this method.

We have now learned that 3000 human beings had taken shelter in what was known as the Residency. This was a cluster of houses and gardens covering thirty acres and looking down upon the Goomtee River. Though wholly unfitted for a siege, earthworks had been thrown up, light batteries had been placed on each front and everything connected by trenches. The external walls of the houses on the outer front were pierced with loop-holes, yet nowhere could they resist artillery fire.

Now although there were 3000 souls within the Residency, there were less than 1500 fighting men, and of these 700 were Sepoys or native soldiers. The rest were servants or women and children, for soldiers took their families with them to India. Notwithstanding their small numbers, and the terrific heat of an Indian summer, they resisted tens of thousands of rebel Sepoys for almost three months. The marvelous endurance and steadfast courage of these people have made the Indian Mutiny famous.

We are now in a position to read the lesson intelligently which the teacher does aloud. After reading this to my class, I asked the following question: Why were the pipes sweetest at Lucknow? Without hesitancy, I got the answer, "The pipes were sweetest at Lucknow because they brought safety to the people."

Home-work or busy work assigned for this lesson might be the nationality of the author, one or more poems written by him, and one interesting event of his life. To these might be added the main facts of the setting which had been previously underlined.

In the second and third lessons the aim should be to get the main thoughts of the verses, underlining words which are referred to in the notes as well as other words whose meaning is not clear to a majority of the class.

The first verse takes considerable time. The meaning of "pipes" is not clear. By questioning it is found that the "pipes" or bag-pipes is the voice of the glens and hills. It is like the droning of the torrents and the treble of the rills. On asking the question, "What do these lines remind you of?" one girl said, "They sound like the music of the bag-pipes". The last four lines are next attacked:

"Not the braes of broom and heather,
Nor the mountains dark with rain,
Nor maiden bower, nor border tower
Have heard your sweetest strain!"

With the aid of the notes and dictionary we learn that the braes are the sides of the hills, the broom is a bush with a

PALACE CAFE

The place everybody goes

'phone M6491

817 Centre St.

CALGARY, Alta.

RUSSELL SPORTING GOODS

GUNS, RIFLES, TENNIS RACQUETS
GOLF CLUBS, ETC.

Tennis Racquets Restrung

'PHONE M2161

Thomas Blk., 707 2nd St. W. CALGARY

Empress Hotel

CHAS. TRAUNWEISER, Prop.

217-219 6th Ave. W.

CALGARY

Alberta

A MODERATE
PRICED HOTEL
EUROPEAN PLAN
FIRST CLASS
GRILL

J. SWAN JACKSON
Manager

Comfortably furnished. In
the heart of the shopping
and amusement district.

When in CALGARY make

Montrose Place

YOUR HOME

45 Rooms with
Hot and Cold Water

'phone M2012

332 6th Ave. W.

CALGARY, Alta.

PHONE 6514

DR. W. S. HAMILTON DENTIST

Evenings by Appointment

400 Tegler Building Edmonton

IF YOU WANT
8% Interest

On your money plus safety see us

John E. Taylor & Sons LIMITED

Financial Agents

'Phone M2759

Elma Block CALGARY, Alta.

GRAINGER'S Beauty Parlor

3 Hairdressers 3 Barbers
All Experts

Moderate Prices Union Shop

'Phone M3530

1205a 1st St. W.

CALGARY

VAN ALLEN, SIMPSON AND COMPANY

Barristers and Solicitors

Bank of Montreal Building
Edmonton, Alta.

George H. Van Allen, LL.B.
William E. Simpson, LL.B.
Geo. J. Bryan, B.A. LL.B.
Solicitors for Alberta Teachers'
Alliance Inc.

Harper's Galleries

Importers of Fine Art Production

Expert Picture Framing

Oil-painting, Water Colors, Paste

L. J. IRVING, Prop.

'phone M3359 703-2nd St. W., Calgary



LEARN FRENCH FROM YOUR PHONOGRAPH

Put a record on your phonograph—hold your
textbook before you—and listen. You hear
the voice of a cultured French Professor—the
correct inflection—the correct accent—you
learn to understand and speak French be-
cause you hear it. Fifty lessons.

Write for 48-page Booklet—French
and Spanish Made Easy

INTERNATIONAL SCHOOL OF LANGUAGES

Associated with

International Correspondence Schools Canadian, Limited
Dept. 1751B Montreal, Canada



Student's Microscope

Specifications

Achromatic optical system
with two objective lenses
that afford variable mag-
nification from 100 to 250
diameters; adjustable mir-
ror; stage 2 inches square;
height 7¼ inches.

Price Postpaid

\$19.50

Others at \$6.50 and \$10.50

Send for Price List

Alberta Optical Co. Ltd.

123 8th Ave. W. (Upstairs)

CALGARY

yellow flower, and of course all the children of Scottish ancestry know that the heather is the delight of the Scot. The second line presents no difficulty. In the third, the word "bower" has to be looked up, and we find it means an arbor. The words "border tower" seem to be familiar. Some one remembers that "border" was used in Lochinvar, and quotes the line in which it occurred: "Through all the wide border his steed was the best". It is now plain to all that a "border tower" is a tower along the boundary between England and Scotland. We are now ready for the main thought which is, that neither the hill-slopes of Scotland, the dark mountains, a girl's arbor, nor the towers along the boundary have heard the sweetest music of the bag-pipes.

In the second verse, by similar treatment we learn that nowhere, neither in the lowlands, nor highlands, neither in the cottages of the lowly, nor the castles of the great, not on the mountains, the lakes, nor forest paths was the music of the pipes so sweet as at Lucknow.

In the third verse, the first four lines, after consulting the notes present no difficulty. The last four lines require attention. Have a pupil read the exact words of the soldier: "Pray for rescue, wives and mothers—Pray to-day! To-morrow, death's between us and the wrong and shame we dread." I think the lines,

"To-morrow, death's between us
And the wrong and shame we dread,"

are the most difficult in the poem. They will present but little difficulty, if at the beginning of this lesson the teacher takes five minutes to read "The Relief of Lucknow" written by the wife of a British army officer, and found in the Alexandra Fourth Reader. In referring to this very incident she wrote: "We saw the moment approach when we must bid farewell to earth, yet without feeling that unutterable horror which must have been experienced by the unhappy victims at Cawnpore. We were resolved rather to die than to yield, and were fully persuaded that in twenty-four hours all would be over. The engineer had said so, and all knew the worst." From the above selection, it is now plain that the besieged at Lucknow expected to die fighting on the next day, rather than fall into the hands of the enemy. In that way they would be saved from something worse than death. This passage recalls to the minds of some in the class that "The Heroes of the Long Sault" had the same resolve. This apt example of the bravery of the French shows that they too can rise to great acts of heroism, a fact which is most important in the teaching of the Canadian child.

The fourth verse presents no difficulty. Everyone knows that the "Scottish maiden" referred to is Jessie Brown. In answer to the question, "How could Jessie hear the pipes?" Some think it was because she knew the pipes so well as a child, others think that it was because she had her ear to the ground, and tell of experiments to prove their theory.

In the fifth verse the lines:

"Alone they heard the drum-roll
And the roar of Sepoy guns"

is plainer if re-arranged. This a pupil does, reading, "They heard alone the drum-roll, and the roar of Sepoy guns."

The sixth verse gives Whittier's explanation as to why Jessie Brown was able to hear the "pipes" before anyone else.

"Like the sound of ceaseless music
Through the vision of the seer,
More of feeling than of hearing,
Of the heart than of the ear,
She knew the droning pibroch,
She knew the Campbell's call."

In asking for an explanation of these lines, I have always found a pupil who quite readily gave this answer, "She felt the music rather than heard it". This answer seems to satisfy the pupils, and though I might explain it more lengthily I might not do it more effectively and so have not questioned the answer.

As this is the end of the second lesson, the assignment of home-work or busy-work is made, i.e., to know all the references to words in the notes as far as we have gone.

In the third lesson, a brief review is made, and the piece finished. It is so well known, by now, that we can proceed more rapidly. The second last verse requires a little attention:

"Round the silver domes of Lucknow
Moslem mosque and Pagan shrine
Breathes the air to Britain's dearest
The air of Auld Lang Syne."

The notes explain "Moslem mosque and Pagan shrine". The song "Auld Lang Syne" is familiar and a volunteer recites the first verse.

In the lines,

"And the tartan clove the turban

As the Goomitee cleaves the plain"

we read the meanings of the words "tartan" and "turban" in place of them and get this startling result. The Highlanders split open the heads of the Sepoys, just as the Goomitee River divided the plain.

The last verse is largely a repetition of the second, and re-affirms the statement made in that verse, that the sweetest music ever played by the pipes was at Lucknow.

The assignment for study will be to learn the notes in connection with the day's lesson.

In the fourth lesson these passages will be reviewed, followed by dictionary work for the meanings of words not found in the notes, care being taken to get the meaning which suits the text.

The fifth lesson takes the form of written work. It may be questions concerning the author, setting, meanings of a few words and outstanding passages. The poem could also be used as a composition lesson. The thought of each verse could be condensed to a single sentence and the whole combined into a brief story.

I have not found it profitable to make the written work too long. A little work carefully done, corrected and re-written will prove more successful.

"Ulysses"

This is rather a difficult poem for a Grade VII class and requires care in teaching if pupils are to understand it.

Comparisons may be made between this poem and with "The Brook", "The Italian in England", and "Ode to a Nightingale".

(1) Each is about a man thinking. The poet gives to us his interpretations of a man's thoughts.

(2) In "Ode to a Nightingale" the poet unbears his own thoughts and feelings.

(3) There is a wide range in the intensity of feeling: In "The Brook", the feeling is not intense, there is no hurry, it is simply a picture of memory. In "The Italian in England," there is more feeling, a spirit of patriotism, of revenge and intended action. In "Ulysses" there is a still greater intensity of feeling. There is a feeling of discontent with the unprofitable life and a longing for profitable activity. The "Ode to a Nightingale" has the most intense feeling of all; there is despair and agony.

As "The Brook" and "Ulysses" concern us the most this year a more complete comparison can be made.

- (1) In "The Brook" the thinker is an Englishman, in "Ulysses" an old Greek.
- (2) An Englishman of modern times and a Greek of ancient times.
- (3) An ordinary, common, Englishman, but a very outstanding Greek.
- (4) A matter-of-fact Englishman and a very discontented and active Greek.
- (5) Each has been away from home for about twenty years, but their experiences during that time were vastly different.
- (6) Both poems were written by the same poet, but he would not be in the same mood when writing the one as when writing the other.

The attention will now be confined to "Ulysses":

We may consider Ulysses as sitting down meditating and coming to a decision, or as expressing what he has thought and planned in the form of a speech to his mariners and his people. Some prefer the former idea.

The purpose of the poem is not to tell us about Ulysses, but this great character and man of action is selected for the purpose of making the thought more impressive. This thought is that of living to the very end a life of action and of effort. The poet himself was an example as he had greater spirit and energy when advanced in years than when young.

- (1) We have a very discontented man who has made up his mind not to continue in dull inactivity. He is going to "drink life to the lees" or, as we sometimes say, "die in the harness". "Mete and dole"—these words must be said very slowly to get the idea of lifelessness. "Unequal laws"—unsuitable laws. Ulysses' education for the past twenty years would not be such as to fit him as a law-maker for the people he describes.
- (2) Ulysses next sizes himself up and he is not boasting. Contrast such a man with a dull stupid people "that hoard and sleep and feed" and could not appreciate a truly great poem.

AMBASSADORS TO EVERY COMMUNITY

ALL OVER WESTERN CANADA, MEMBERS OF THE TEACHING PROFESSION ARE LOOKED UP TO. THEIR OPINIONS ARE SOUGHT AND RESPECTED; THEY ARE THE FOUNTAIN OF KNOWLEDGE AND IDEALS.

Know About Food Health and Food Qualities

SPILLERS "BAKE-RITE" FLOUR is the result of a hundred years' experience and research in the manufacture of QUALITY HOUSEWIFE'S FLOUR — milled in the most modern day-light mill in Canada.

"Bake-Rite" Flour Has The West's Approval

Housewives say "Bake-Rite" is a revelation to them as regards quality. You should spread this gospel in your own school district. Tell them about this excellent healthful flour.

Spillers Canadian Milling Co. Ltd.

"I saw your name in the A.T.A."

"I am become a name"—become a name. Name persons who have become a name and why. "I am a part of all that I have met"—his experiences have made him largely what he now is. They have moulded his character. He was a close observer, intensely interested and alert in mind. Would all persons be influenced to the same extent? Did he meet much? Would he have been the same person had he been at some other employment?

- (3) Ulysses decides upon his future career.—"To follow knowledge like a sinking star, beyond the utmost bound of human thought." The Greeks had little idea of the earth as we know it and many of their views were like wild dreams of strange beings, strange places and strange conditions. Ulysses was intensely bent upon learning more. He had the spirit of the old French explorers. If he saw a hill, water, or a woods, he wanted to see what was on the other side of it. "Roaming with a hungry heart"—Does he think he can learn all about things? About how long does he expect to live? Though he cannot learn everything he is going to learn all that he can. Which would be in the better position to gain more knowledge quickly, Ulysses or one of "savage race" he speaks of, and why? Who was Ulysses going to take with him? Why not take some of the younger men? How are they going and why in this way?
- (4) Ulysses leaves his son Telemachus to rule when he is gone.—What is his opinion of his son? Which would be the better ruler, Ulysses or Telemachus, and why? Which would be the better teacher, and which the better to on

the work contemplated by Ulysses? What is the force of the expression: "He works his work, I mine"? Do you believe that some people are fitted for one thing and some for another?

- (5) Ulysses and his mariners. The Start.—What is Ulysses' opinion of his mariners? How old a man do you think Ulysses was? How do you think the mariners would compare with the rest of the people? Would it have been the same if these mariners remained at home while an equal number of the other people had gone with Ulysses to Troy? Can you get the names of any men to-day who are old and yet holding very important positions and living lives of action. "Death closes all". Do we believe this? "That men strove with Gods" What does Ulysses mean by this? Note the expressions: "the long day wanes", "the slow moon climbs" He is becoming impatient. Do you like the idea of "sitting well in order, smite the sounding furrows"? What idea does it give you? When are they coming back? What do you think of the spirit in the last six lines?

Compare with:

"I am only one but I am one.
I cannot do everything. But I can do something.
And because I cannot do everything,
This should not stop me
From doing that which I can do."

Compare the spirit of this poem with that shown in "The Lotus Eaters".

List of A.T.A. Members who have Remitted Fees during the Period February 26 to March 28, 1928.

- | | | | |
|--|---|---|---|
| ALLIANCE—
Briggs, I. E. | CAMROSE—
Cole, Nina P.
Manning, G. F.
Smith, Myrtle A. | Eby, B. K.
Elliott, C. G.
Field, E. L.
Fleming, W. S.
Forbes, Hazel
Gillies, E.
Harman, Gordon
Haslam, A. E.
Hodgson, Rosa
Holston, J. Isabel
Inkster, Harriet
Johnson, Daisy
Johnston, Irene
Johnston, Lillian
Knox, Mary C.
Koerman, M.
Lang, V.
Martin, Miss C.
Masson, Mrs. F.
Merryweather, E. S.
Miller, J.
Murray, Winnie
MacDonald, Fred
McPettridge, G.
McGregor, Miss M. S.
McIvor, M. E.
McKim, A. B.
McNab, Marjorie
McNaught, R. A.
Paskins, B.
Pennock, Mrs. M.
Philp, G.
Potts, Miss F.
Ringwood, Mrs. I. G.
Rockwell, L.
Russell, A. C.
Scofield, M.
Scott, Mrs. B.
Scott, R. J.
Sewell, M.
Shaw, O. J.
Sinclair, J. Gordon
Smith, Eva
Smith, Emma
Sutherland, C. A.
Sutherland, Edna
Swanson, Vivian
Torrance, E. M.
Willis, C. B.
A Friend | Sheppard R. S.
Shortcliffe, D. L.
Sim, A. G.
Taylor, J. G.
Teske, Miss K.
Walte, A.
Wees, W.
Younie, J. A. |
| ALIX—
McMillan, H. | CARSTAIRS—
Hoskin, Irene P., R.R. 1
Love, Eldred | EDSON LOCAL—
Bell, Alberta
Denney, Chas. D.
Denney, Mrs. C. D.
Dunnigan, J.
Hillbay, Myrtle
Kestle, Marie
McPherson, Grace
Robinson, May | |
| BITTERN LAKE—
Badner, M. M. | CARDSTON LOCAL—
Leavitt, Mrs. Lynn
Lee, Grant W.
Nielsen, O.
Tanner, N. E. | ELDORENA—
Pilkington, W.
Renklick, Jas. H. | |
| BOW ISLAND—
Teriff, David | CAYLEY—
Godkin, Miss M. | FISHBURN—
Newton, M. F. | |
| BRUCE—
Clune, M. | CHAUVIN—
Saul, Grant M. | FORT McMURRAY—
Butchart, W. R. | |
| BRUDERHEIM—
Unterschultz, Martha | CHIPMAN—
Royercroft, W. T. | FORT SASKATCHEWAN—
Powell, A. J. | |
| BURDETT—
Christoffersen, E. | CLARESHOLM—
Valetsko, Barbara | GOPHER HEAD—
Brown, C. B. | |
| CALGARY PUBLIC SCHOOL LOCAL—
Avis, Esther
Clydesdale, M. G.
Ferriss, L.
Govenlock, Miss
Greig, F.
Howarth, Mrs. S. J.
Irving, M. E.
James, Miss N. E.
Johnstone, M. A.
Keith, L.
Kneeshaw, Miss E.
Lathwell, Miss Z. M.
Lowry, K.
Mitchell, Mrs. G.
Moir, M.
McLachlan, Mrs. A.
Noble, H.
Panabaker, H.
Perkins, L. M.
Preston, Mrs. M.
Potts, A. F.
Robertson, Alice
Robertson, Agnes
Raybould, H.
Sinclair, C. E.
Shamper, G.
Speakman, F.
Streight, Maud
Watt, M. I.
Webb, W. S.
Williams, C. | COCHRANE—
Zuccolo, Catherine | HIGH RIVER—
Creighton, Alice
Edwards, Miss E. | |
| CALGARY HIGH SCHOOL LOCAL—
Alford, Ethel
Bagnall, Mrs. L.
Barnes, H. A.
Campbell, E. D.
Kaulbach, L.
Love, H. B.
Puleyblank, W. G. E.
Sage, W. G.
Webb, R. D. | CONSORT—
Strople, Jean I. | HOLDEN—
Inglis, Jean V. | |
| | DELIA—
Reid, Eileen | HOWIE—
O'Brien, Mrs. M. L. | |
| | DELBURNE—
Jestin, Hazel B. | KILLAM—
Cotton, Rose
McLauchlin, Marion. | |
| | DIDSBURY—
Hoskin, F. N. | KITSCOTY—
Robinson, Vera B. | |
| | DRUMHELLER—
Chandler, L. D.
Coleman, Edna F.
Heywood, A. J.
Jeffrey, Elsie
Milligan, D. G. | LAFOND—
Daly, Timothy | |
| | EDGERTON—
Withnell, Lucy | LAVOY—
Chadderton, Edith | |
| | EDMONTON—
Fraser, Greta
McKee, G. V.
Parker, R. F. | LEDUC—
Toller, E. W. | |
| | EDMONTON PUBLIC SCHOOL LOCAL—
Baker, Miss S.
Bissell, I. B.
Blain, C. K.
Brown, Mrs. M. A.
Brushett, S.
Burns, H. G.
Capling, Miss E. M.
Davis, Doris
Derby, Marjory
Eagleson, J. Norman | LESLIEVILLE—
Bradshaw, Wm. B. | |
| | | LETHBRIDGE—
Davidson, J. A.
Helslidge, H. V. | |
| | | LETHBRIDGE HIGH SCHOOL LOCAL—
McNichol, D. I.
Wade, A. | |
| | | | |

The Story of the Strong Vault

Would you be willing to put \$6.25 in the Strongest Iron Vault in the Dominion of Canada—a vault that is absolutely and unquestionably burglar-proof and fire-proof—and continue to put that amount in each month for a period of twelve years (144 months)?



IF IT WERE SO ARRANGED THAT:

When your deposits had amounted to \$900.00 you would receive this ONE THOUSAND DOLLAR DOMINION OF CANADA BILL, or a One Thousand Dollar Interest Bearing Bond, which ever you should prefer.

IF IT WERE ALSO SO ARRANGED THAT:

For a small additional deposit of about 15 cents, should you become Disabled, through any sickness or accident and such disability last over three months, your full deposit would be made for you each month for the remainder of the twelve-year period (if your disability should last that long), and in addition, as a matter of consolation, you would receive Ten Dollars per month until the end of the twelve-year period (if your disability were to continue that long), and at the end of the twelve-year period you would receive the Thousand Dollar Bill or the Thousand Dollar Interest Bearing Bond, without any deductions for the deposits that you were unable to make, or for the Ten Dollars per month which you had received.

IF IT WERE ALSO SO ARRANGED THAT:

Should death interfere with your plan, the One Thousand Dollar Bill or the One Thousand Dollar Interest Bearing Bond, would at once be handed over to whomever you may have named as the person to receive it—your wife, husband, son or daughter, father or mother, or any other person you designated.

That Would Sound Fair Enough Would It Not?

Communicate With the Nearest Office of
**THE COMMERCIAL LIFE ASSURANCE COMPANY
OF CANADA**

EDMONTON and CALGARY, Alta.; SASKATOON and REGINA, Sask.

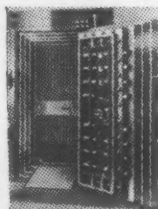
COMMERCIAL LIFE FARING WELL

Mr. Glenwright, manager of the Commercial Life Assurance Company of Edmonton, is most certainly to be congratulated upon the progress he has made with the Company. It wrote \$2,800,000 new business last year apart from group insurance and now has \$9,044,361 insurance in force with an annual premium income of \$279,055. The company's surplus (excluding capital), increased by \$13,000. The mortality is excellent. The company is economically managed. To our thinking, it is a considerable achievement for any one to force a company to success in the sparse population of the West. The results already achieved suggest that with a continuation of the present good management the Commercial Life is destined to rapidly become a big successful institution.

—Canadian Insurance.

Send in the Coupon to Your Nearest Commercial Life Office.

By the way, The Commercial Life will give to a good reliable man or woman in each district, the opportunity of earning the money with which to purchase these Bonds, or of earning money to use for any purpose they wish. The work is not difficult and you are doing real good in your community when you teach people to accumulate money in order to accomplish their financial independence, or in order to take care of the widows and orphans so that they will not be a charge on the community.



THE COMMERCIAL LIFE
Edmonton Calgary Regina Saskatoon

I want that One Thousand Dollar Bill and the other Benefits that go with your plan. Please give me fuller information.

Name

Address

"I saw your name in the A.T.A."

HERALD WANT ADS

will get the Right
Teacher for the
Right School and
the Right School
for the Right
Teacher

When You are Looking for a School

A Herald Want Ad

*is the Quickest, Surest
Method to Employ*

THE CALGARY HERALD

CALGARY, CANADA

LETHBRIDGE PUBLIC SCHOOL LOCAL—

Hardy, G.
Keel, Fanny
Scott, E.
Smeaton, C.
Wishart, B.

LLOYDMINSTER—

Moore, Ora M.

LOUGHEED—

Gordon, Sadie M.

LOUSANA—

Smith, Geo. E.

MACLEOD—

Griffin, Janet

MANVILLE—

Cain, Janet A.

MEDICINE HAT—

McBain, H. E.

MEDICINE HAT PUBLIC SCHOOL LOCAL—

Gordon, Miss S.

MEDICINE HAT HIGH SCHOOL LOCAL—

Hargrave, T. Campbell
Fulton, Miss O. F.

MIRROR—

Vanderzyl, Geo.

MONITOR LOCAL—

Hudson, Grace

MOSSIDE—

Gerry, Harold

NESTOW—

Warren, F. S.

OLDS—

Grant, Frances M.

PERBECK—

McLean, Leah E.

PINCHER CREEK—

Stevenson, John
Bull, Mary E.
Munro, M. B.

PONOKA LOCAL—

Cline, Hazel J.
Laycock, H. G.
Murray, W. C.

PROVOST—

Kingsley, Marion
Jonason, Isabel
Wagner, Wm.

RAINIER—

Graham, N. A.

RED DEER—

Smith, Etta
Holt Mrs. A.
Harkness, D. S.

RIDGECLOUGH—

Carr, Mabel G.

RIVERBOW—

Blain, J. E.

ROCKYFORD—

Studholme, Reva

ROSEMARY—

Gleddie, Mrs. I. A.

RUMSEY—

Dier, Mrs. Mary
Holstein, Milya E.

RYLEY—

White, P. S.

ST. EDOUARD—

McIntyre, J. A.

ST. MICHAEL—

McNamara, C. J.

SEDGEWICK—

Saunders, Mrs. A. E.

SMOKY LAKE—

Woodhouse, F. J.

SOUTH FERRIBY—

Scott, Alice M.

SPIRIT RIVER—

Henderson, J. M.

STAVELY—

Thompson, Annie

STONY PLAIN—

McKinlay, Sara E.

SULLIVAN LAKE—

Bratsberg, Petra L.

THREE HILLS—

Tuttle, C. C.

VEGREVILLE—

Gibault, J. L.
Shaw, Helen E.

VIKING—

Gutierrez, Mrs. Mary

WARSPITE—

Currie, Jean

WHEAT CENTRE—

Jones, Nita T.

YOUNGSTOWN—

Cox, Millicent C.

OTHER PROVINCES—

McDonald, M. E., Petrolia,
Ont.
Shaver, Alice, Buchanan,
Sask.

CALGARY NORMAL SCHOOL STUDENTS—

Aasby, Crystal L. B.
Barnes, R.
Beckwith, Laura L.
Borgal, E. M.
Brand, Martha E.
Chamberlin, Miss M.
Dancocks, Doris M.
Donovan, Miss A. M.

Elliott, L. N.

Elliott, Cora J.

Eyres, W. Roy

Ferguson, Bertha Fern

Ferguson, Gwen

Flarendine, R. B.

Frame, J. A.

Gourley, Pearl I.

Graham, Marie K.

Grant, J. Allison

Hillier, Martha A.

Johnson, Florence L.

Kemsley, Stanley F.

Kummer, Mary L.

Larson, C. A.

Leavitt, Hugh

Lewis, Pauline N.

Liner, Anna

McColl, Marguerite

McDonald, Gladys M.

McLean, Ruth

Macdonald, Miss M. K. E.

Mathison, Agnes Lillian

Maybank, Ralph E.

Miller, Miss C.

Morrison, J. G. (B.Sc.)

Mustard, Mrs., Gertrude E.

Neville, W. L.

Nolan, Alice

Pendle, Walter A.

Sakatch, Katie

Schmidt, Mildred A.

Schneider, R. (M.A.)

Sherring, Muriel

Shoults, W. A.

Simmens, G. C.

Smith, Leo M.

Standish, R. H.

Stauffer, Wayne

Stone, Winnie

Swinehart, Miss Deva

Thomas, Geo. V.

Torry, Marion

Wise, Minnie

CAMROSE NORMAL SCHOOL STUDENTS—

Blair, Mae

Bothwell, Alice

Carmichael, Annie

Chamberlain, Margaret

Cole, Marvel

Dey, Penelope

Edwards, Hilda

Elaschuk, Vera

Hango, Mae M.

Hanning, Helen

Harkness, Dorothy

Hawkins, Ruth

Human, Mary

Kingsbury, Thelma

Knowles, R. C.

Nelson, E. Louise

Ostashek, Jennie

Verbicky, Katherine

Willing, Helen

Willets, Elizabeth

*Calgary's
Finest
Entertainment*

PALACE

*The
Best in
Pictures*

THE HOME OF THE
**Palace Symphony
Orchestra**

THE FINEST MUSIC ON
ANY STAGE IN CANADA

OPERATED BY
ALBERTA THEATRES LIMITED
C. L. DOWSLEY, Manager

Make the Palace *Your Theatre* while in Calgary

ALBERTA EDUCATIONAL ASSOCIATION

Easter Convention

Calgary, April 10, 11, 12, 1928

SPEAKERS

Hon. Perren Baker, Sir Arthur Currie,
Dr. H. T. J. Coleman, Dr. M. E. LaZerte

